

English Read Aloud Story Collection

Primary 3



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Foreword

The book “English Read Aloud Story Collection Primary 3” was produced in 2014 by REB and funded by USAID through the EDC/L3 project. The aim of this book is to enhance the English language culture among Primary 3 pupils during their lower level of primary education. This will allow them to grow up with the language skills that are fundamental for quality education, including reading, writing, listening and speaking.

This book will help learners acquire the above English language skills, which will be developed progressively through exercises that are found in each lesson. The book was written following an approach that progresses from simple to more complex concepts and vocabulary during the learning process. This approach will help the learner in his/her daily learning activities and situations as he/she develops effective English language skills and knowledge. It is supplemented with audio lessons that will especially enhance the learner’s ability to listen and speak in English.

The book was written based on research carried out in education on effective teaching and learning with learner-centered methodologies that encourage children to actively read, write, listen and speak.

It is hoped that children who will learn using this book and the related audio materials will grow up having basic English language skills and knowledge, which hopefully they will be able to apply in their environment and surroundings.

It is in this regard that people with various English language education capabilities and specialties were involved in the design and development of this book to ensure its success in contributing to teaching and learning inside and outside of the classroom.

We therefore sincerely thank all of the people who have participated in the writing and editing of this book. They are helping children develop English language skills at the early stage of their learning process. We also request people who read this book to give their ideas for its improvement for the eventual benefit of its future users.

Dr. John RUTAYISIRE

Director General of Rwanda Education Board (REB)

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Introduction

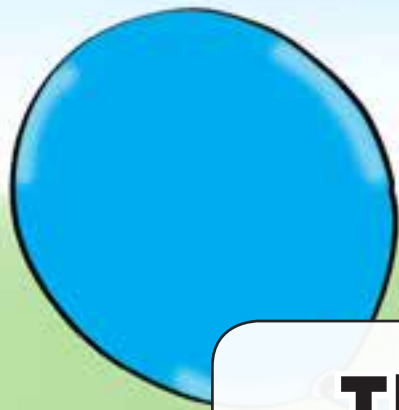
In Primary 3 pupils are introduced to English read aloud stories. Reading stories aloud to pupils provides a reading role model and demonstrates phrased, fluent reading. It helps pupils to develop an interest in reading. Listening to others read helps create background knowledge and build vocabulary.

Read Aloud Story Collection Primary 3 provides stories with colourful pictures, a strong story line, engaging characters and rich vocabulary and language structures. It is important to understand that pupils have a reading level and a listening level and they are usually not the same. A P3 pupil may be reading on a P3 grade level but can listen to stories on a P5 grade level. It exposes less able readers to the same rich and engaging books that fluent readers read on their own and help them to become better readers. Pupils of any age benefit from hearing an experienced reading of a wonderful story.

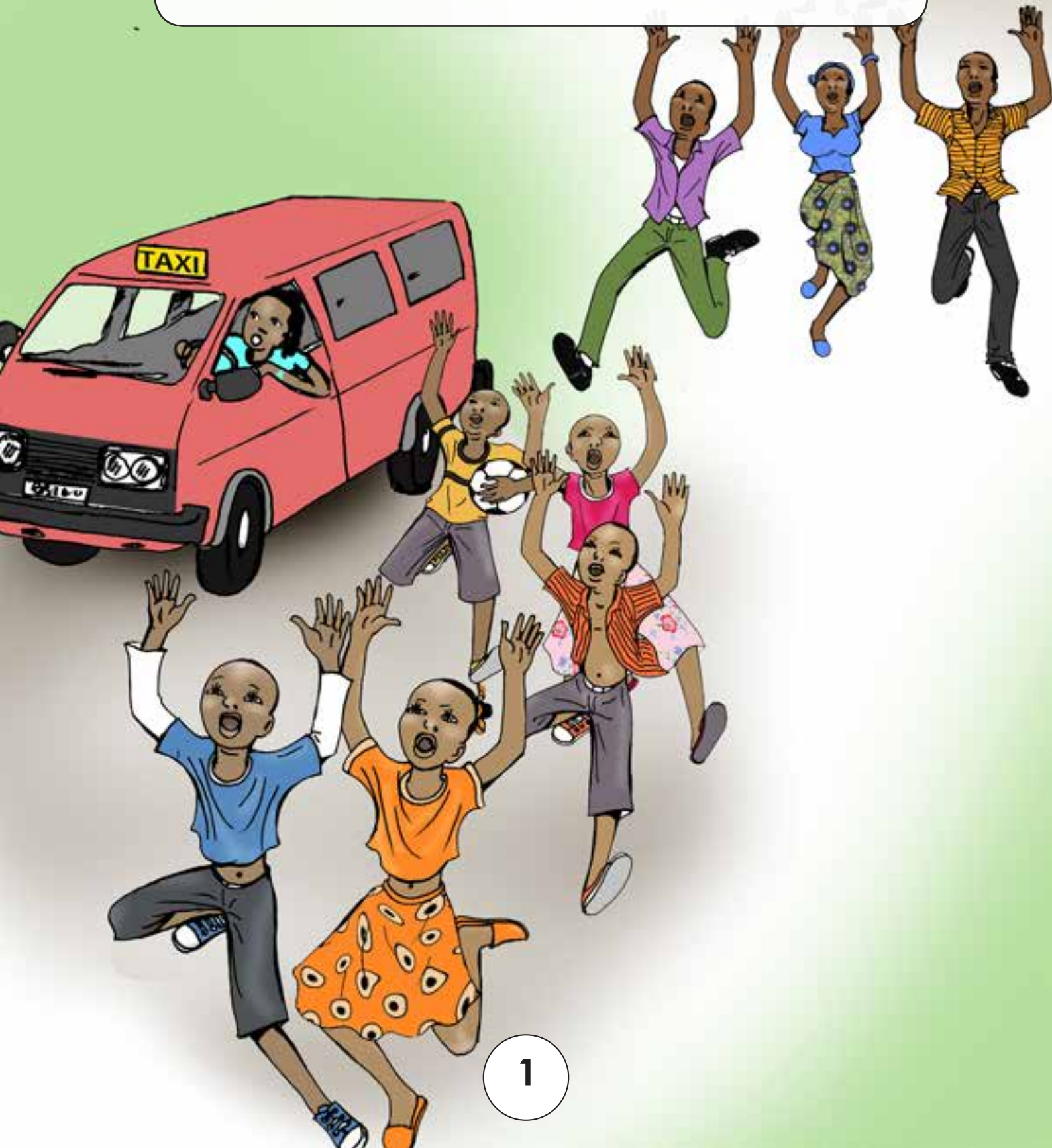
Reading aloud to pupils also introduces them to the idea that a story has a beginning, middle and an end, and that it generally focuses on a problem that has to be solved. This, in turn helps them understand the structure of books when they read independently. The P3 read aloud stories are designed to provide pupils with a variety of text types (fiction and non-fiction), on a variety of topics that correspond with pupils' interests and experiences.

The weekly stories are designed to develop pupils vocabulary. The stories introduce them to new vocabulary and expressions. Pupils who have a wide vocabulary are better able to understand texts that they read.

Term 1

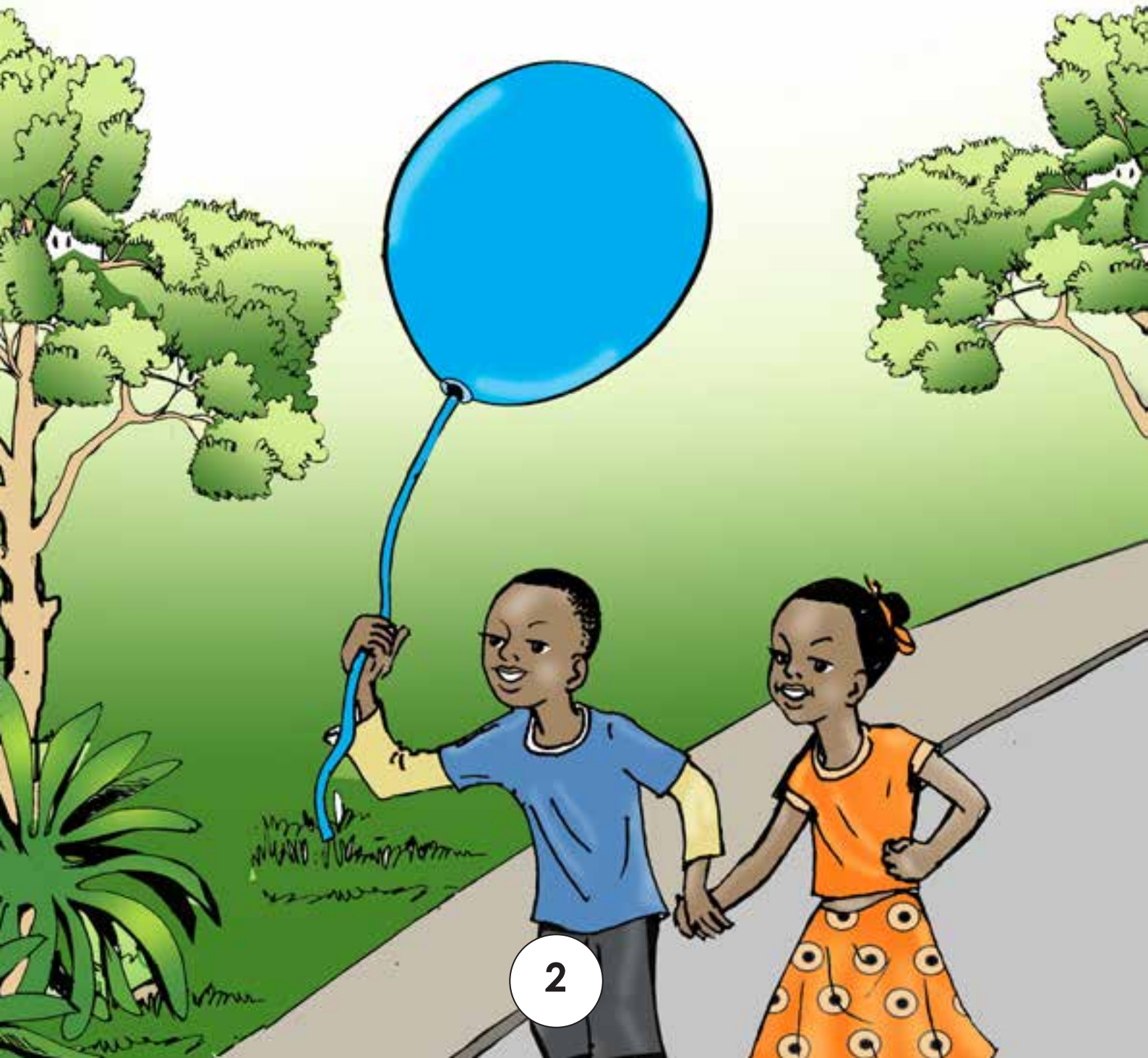


The Blue Balloon



John and Hope are good friends.
They love to play together.
Today, John and Hope are **excited**.
They have a big blue balloon.

Suddenly, the wind begins to **blow**.
The wind **blows** their big blue balloon away.
Up, up, up in the sky goes the big blue balloon.
It **soars** over the trees.



"Oh no!" says Hope. "The balloon is **flying** away."

"We can catch it if we jump," says John.

"Jump, jump, jump!" **chants** Hope.

"Jump and **catch** the balloon!"

John and Hope jump. The balloon is too quick.

They **fail** to **catch** it.



The balloon **floats** over a playground.

"Look!" says a boy **excitedly**.

"Look at the big blue balloon!"

"We can catch it if we run," say the children.

"Run, run, run," **chants** the boy.

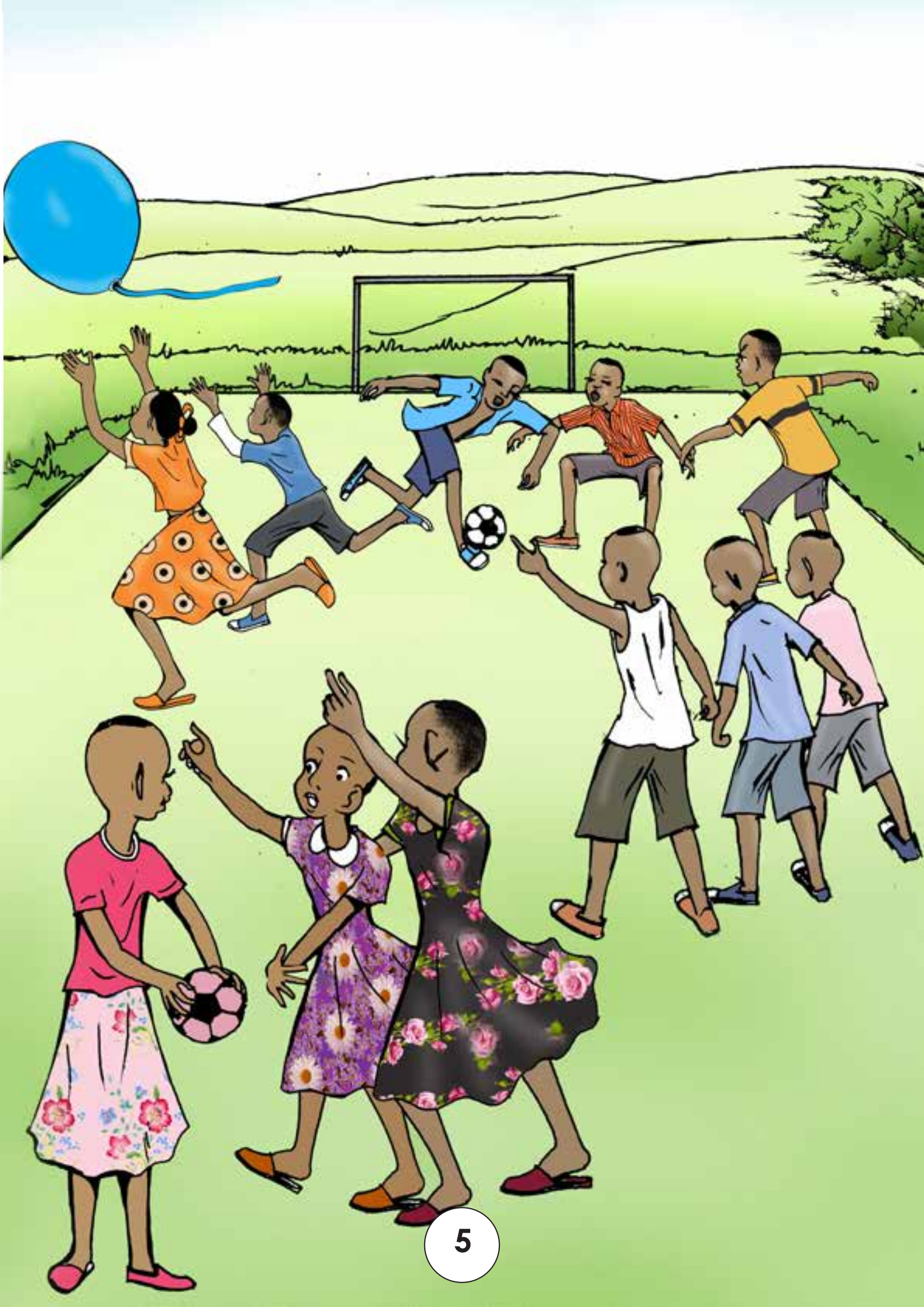
"Run and **catch** the balloon!"

The children run.

The balloon is too quick.

They **fail** to catch it.





The balloon **drifts** over the taxi park.

“Look!” says a taxi driver **excitedly**.

“Look at the big blue balloon!”

“We can **catch** it if we drive,” say the taxi drivers.

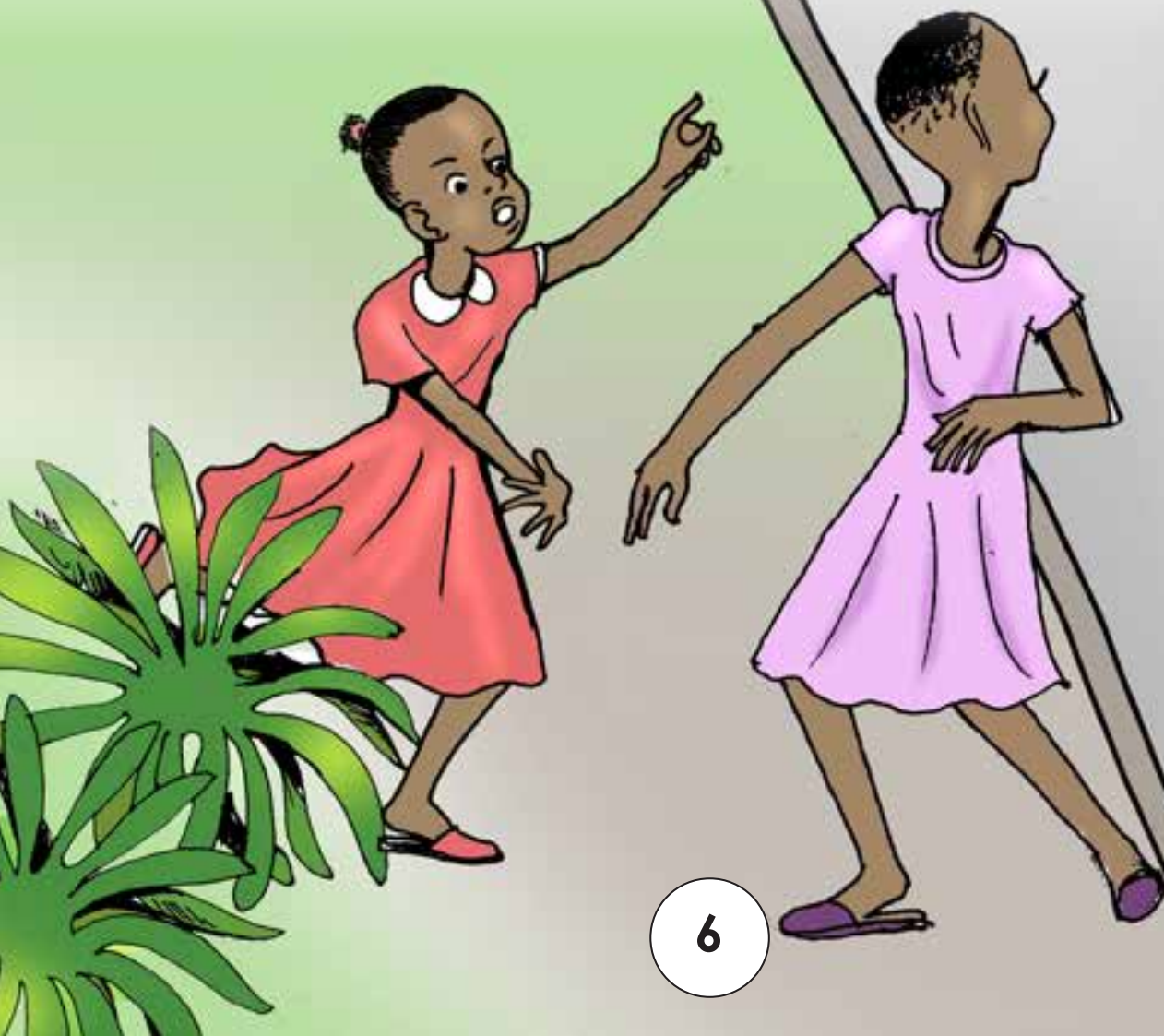
“Drive, drive, drive,” **chant** the drivers.

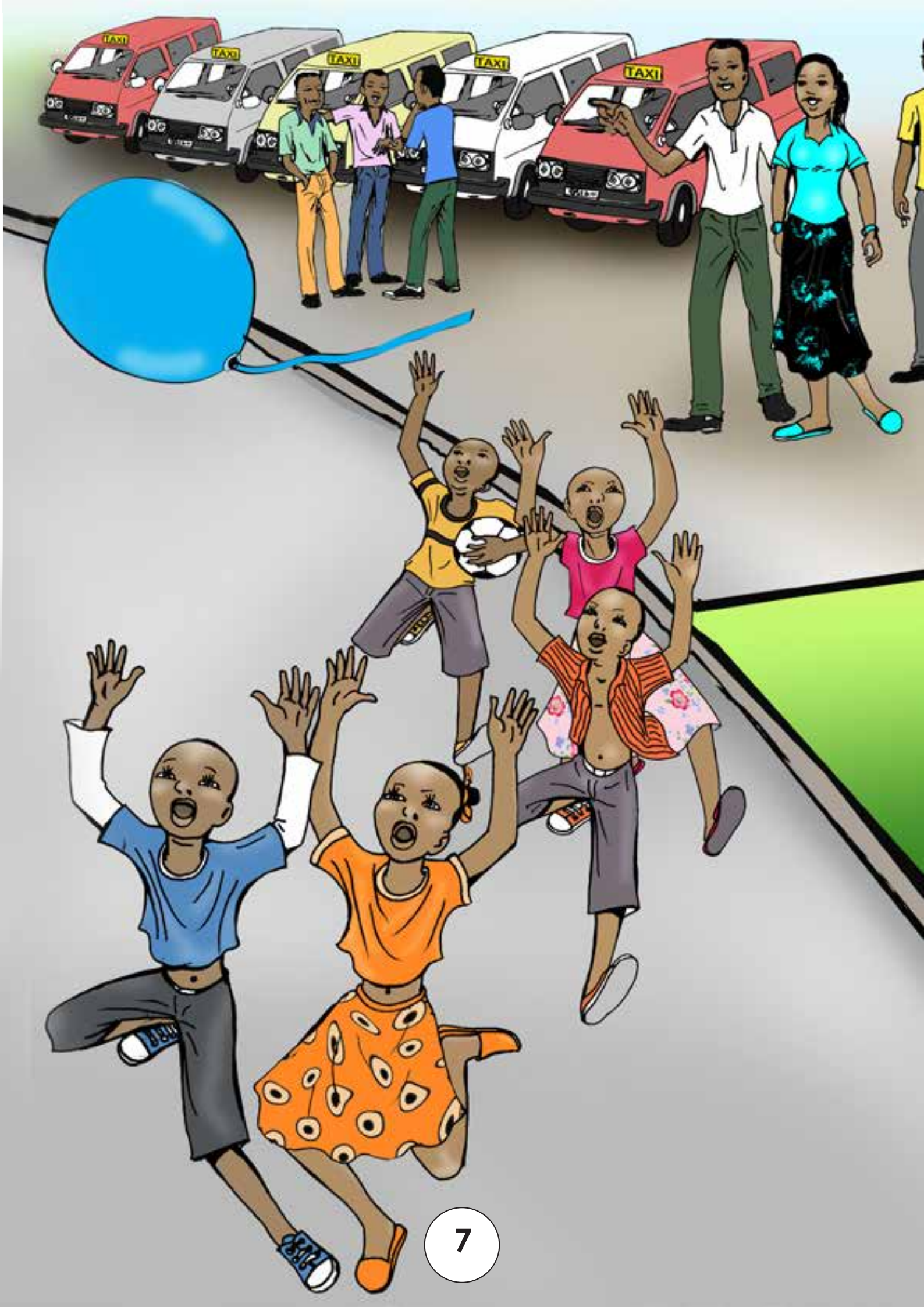
“Drive and catch the balloon!”

The drivers drive.

The balloon is too quick.

They **fail** to catch it.





The balloon **glides** over the market.

“Look!” say the shopkeepers **excitedly**.

“Look at the big blue balloon!”

“We can **catch** it if we walk,” say the shopkeepers.

“Walk, walk, walk,” **chant** the shopkeepers.

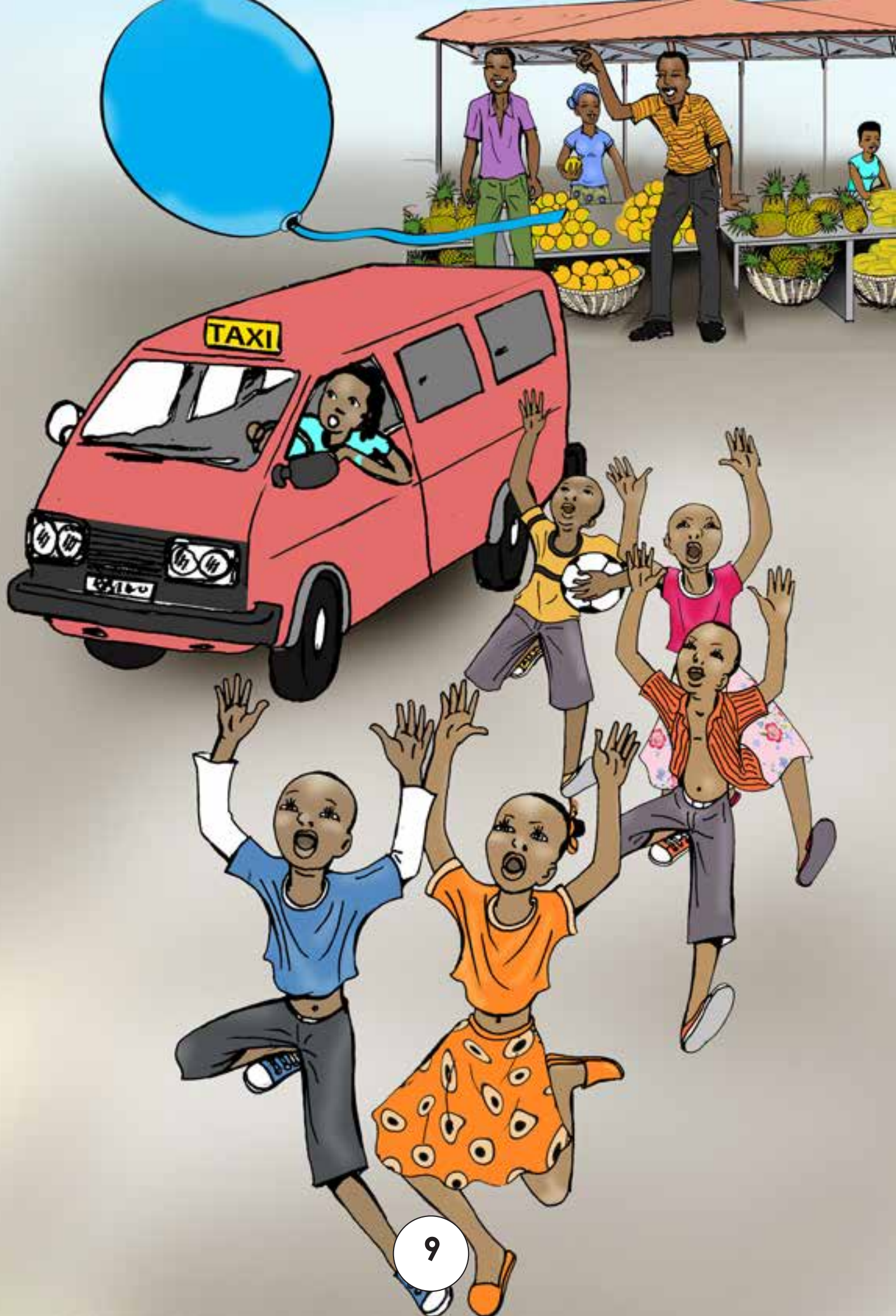
“Walk and **catch** the balloon!”

The shopkeepers walk.

The balloon is too quick.

They **fail** to catch it.





Up, up, up in the sky goes the big blue balloon.

The balloon **soars** over the trees.

The balloon **floats** over the park.

The balloon **drifts** over the taxis.

The balloon **glides** over the shops.

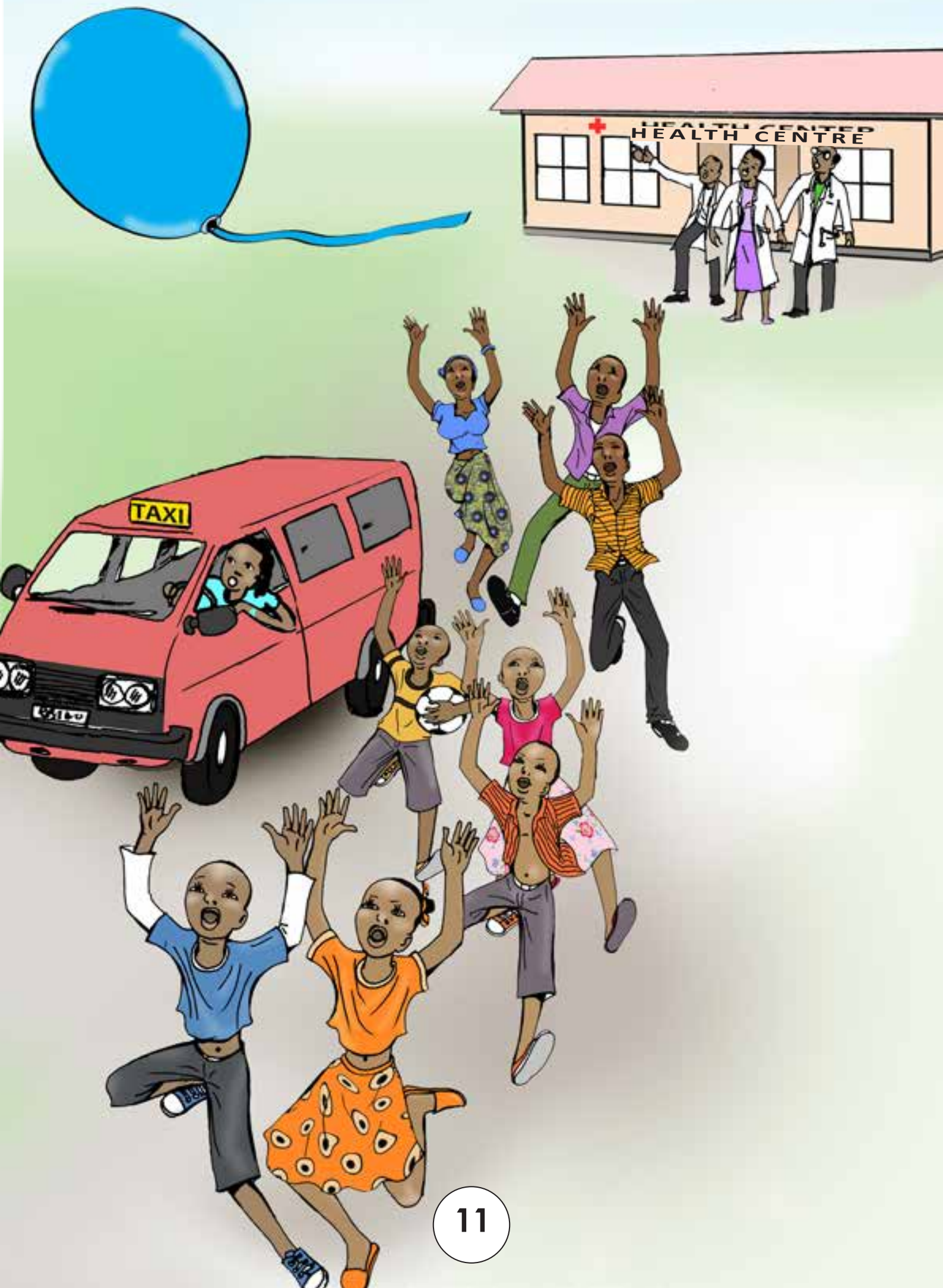
“Jump, jump, jump,” say John and Hope.

“Run, run, run,” say the children.

“Drive, drive, drive,” say the taxi drivers.

“Walk, walk, walk,” say the shopkeepers.





Up, up, up in the sky goes the big blue balloon.
The balloon **flies** over the health centre.

“Look!” says a doctor **excitedly**.

“Look at the big blue balloon!”

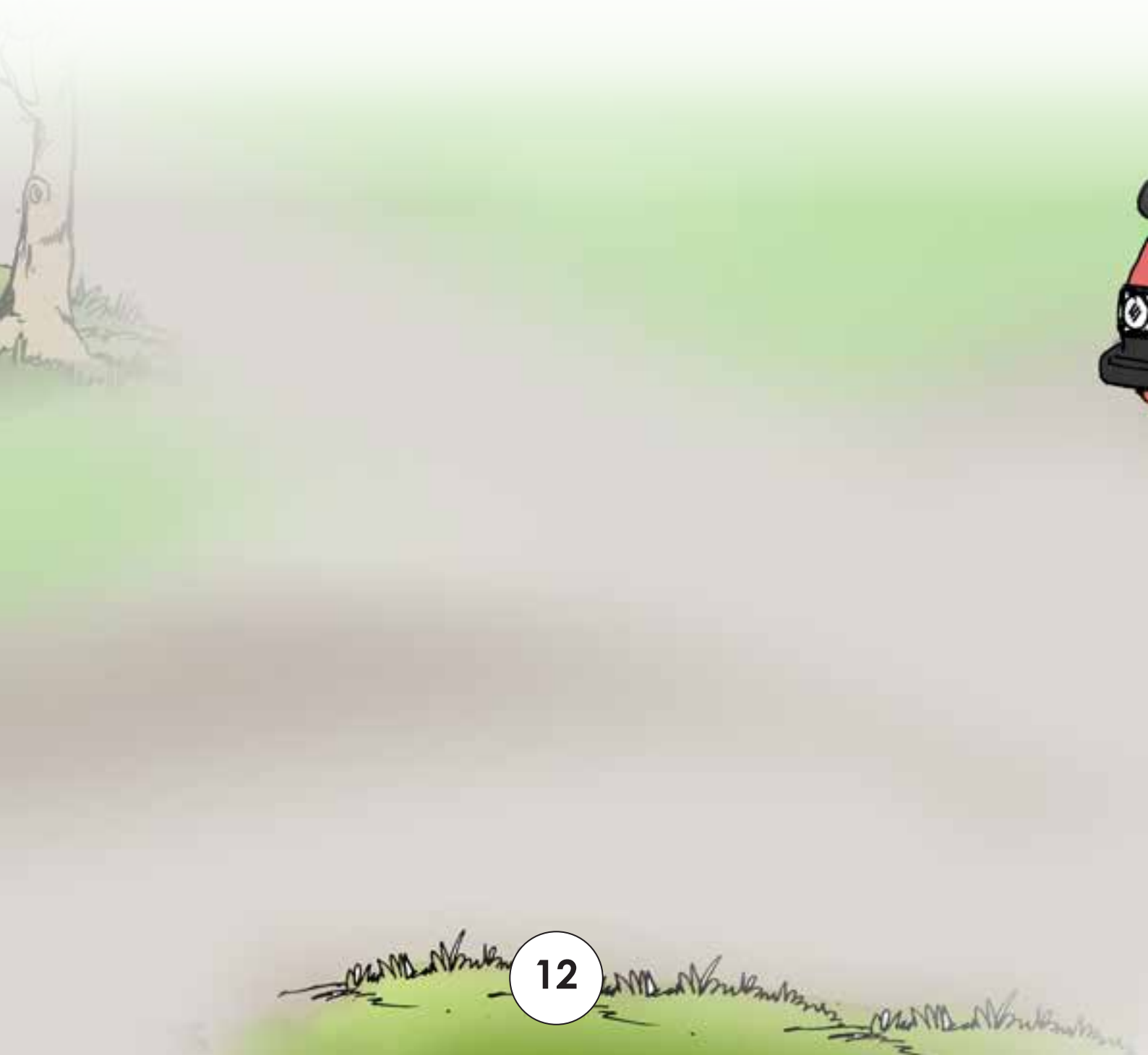
“We can **catch** it if we **jog**,” say the doctors.

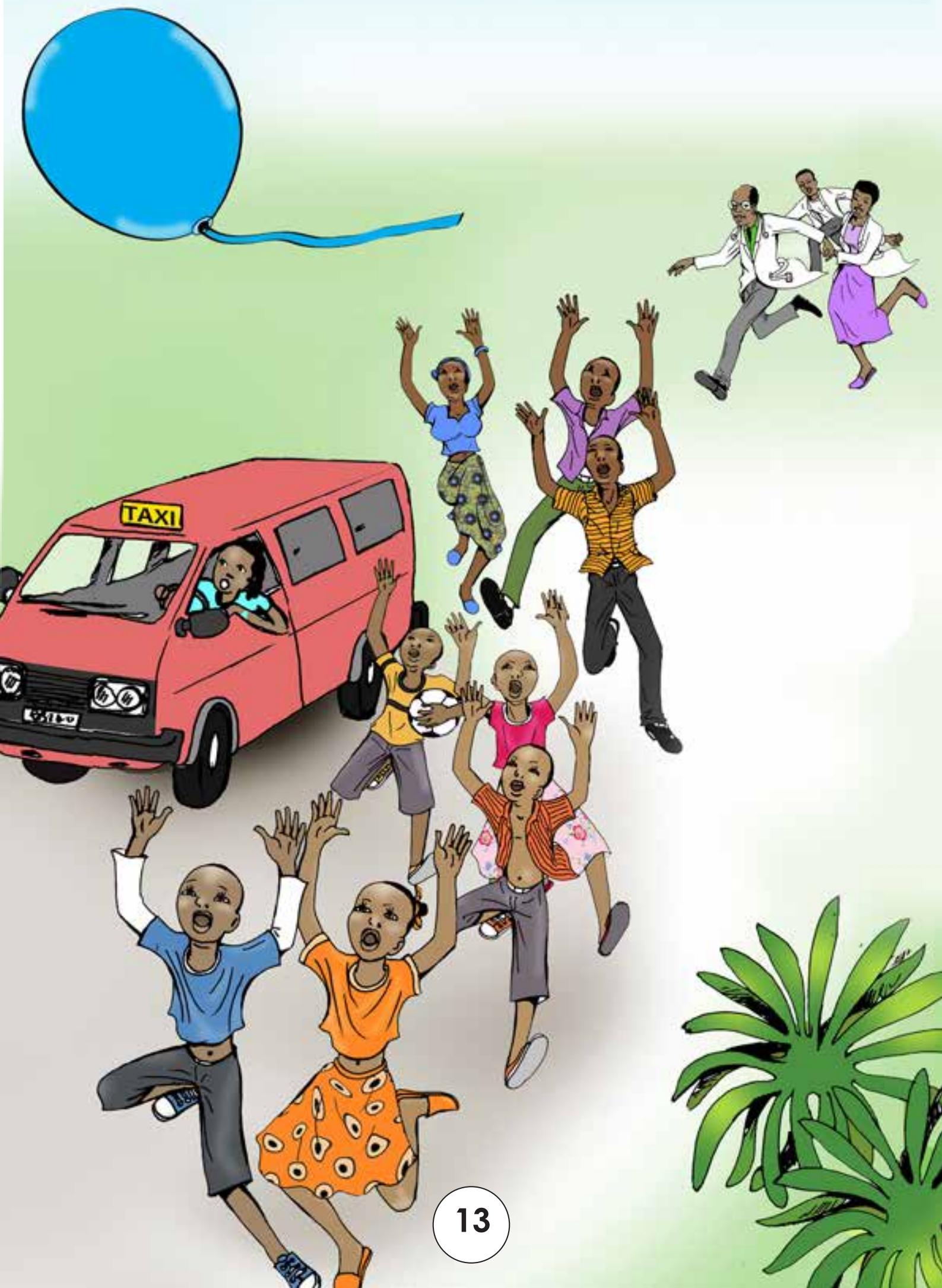
“**Jog, jog, jog**,” chant the doctors.

“**Jog** and catch the balloon!”

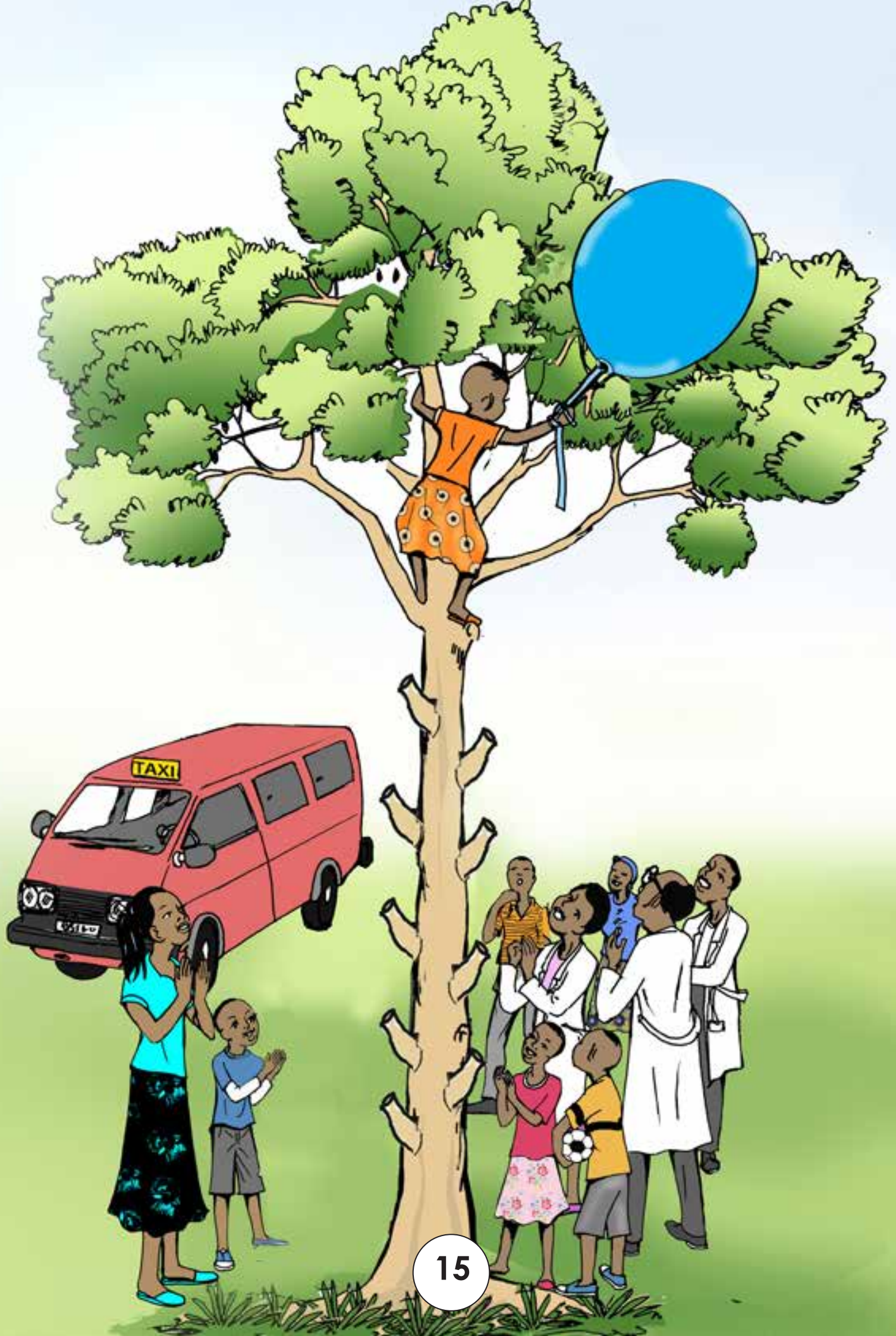
The balloon is too quick.

They **fail** to catch it.





Up, up, up in the sky goes the big blue balloon.
Suddenly, the wind stops.
The balloon drops, drops, drops.
The big blue balloon is stuck in a tree.
John, Hope, the children, the taxi drivers, the
shopkeepers and the doctors all stand under the
tree.
“Now what?” says John.
“I’m a good climber,” says Hope, “I will get the
balloon.”
She **climbs** up the tree and catches the balloon.
Everyone laughs and cheers.
Then, the doctors jog back to the health centre.
The shopkeepers walk back to the market.
The taxi drivers drive back to the taxi park.
The children run back to the playground.
John and Hope tie up their big blue balloon.



Glossary

Excited: Happy, eager, enthusiastic.

Soars (verb to soar): To fly high or rise in the air.

Flying (verb to fly): To move in the air like a bird with wings.

Chants (verb to chant): To repeat a rhythmic phrase, one shouted or sung together by a crowd or group.

Catch: Grab something that is moving.

Fail: Not being able to do what you wanted to do.

Floats (verb to float): To move or hover slowly and lightly in a liquid or the air.

Drifts (verb to drift): To be carried away by air slowly.

Glides (verb to glide): To move with a smooth, quiet, continuous motion.

Cheers (verb to cheer): To shout for joy or in praise or encouragement.

Jog: To run at a slow rate for exercise.

Climb: To move up or go towards the top.

Comprehension questions



1. Who has the balloon?
2. What colour is the balloon?
3. What happens to the balloon?
4. Where does the balloon go?
5. Who tries to catch the balloon?

Henrietta the Hippo



Henrietta the Hippo likes to play games with her friends, Larry Lion, Ginny Giraffe, Zack Zebra and Tommy **Toad**. Today, Henrietta wants to play a new game called Hide and Seek.

She teaches her friends how to play.

"First, I close my eyes. Next, I count to ten," says Henrietta, "Then, while I count, you go and hide. Finally, I open my eyes, and find you."

"This sounds good," **roars** Larry Lion.

"I am ready to play," **croaks** Tommy Toad.

"Me too," **brays** Zack Zebra.

"Remember, do not hide in dangerous places or go too far," says Henrietta.



Henrietta covers her eyes and starts counting.

"1, 2, 3, 4, 5..."

The animals run around looking for places to hide.

"...6, 7, 8, 9, 10," counts Henrietta, "Here I come!" she shouts.



Henrietta opens her eyes and looks around.

She cannot see her friends anywhere.

"Mmm," she says, "My friends are good at this game." She looks high and low. She looks left and right. She looks here and there, but she cannot see her friends.



She sees a **strange** rock.

"This rock has a tail!" says Henrietta.

"Aha!" she says, "Rocks do not have tails."

She walks towards the rock.

Zack is behind the rock .

"I found you!" calls Henrietta.

"You are behind the rock. Come, let's go find our friends," Henrietta says.

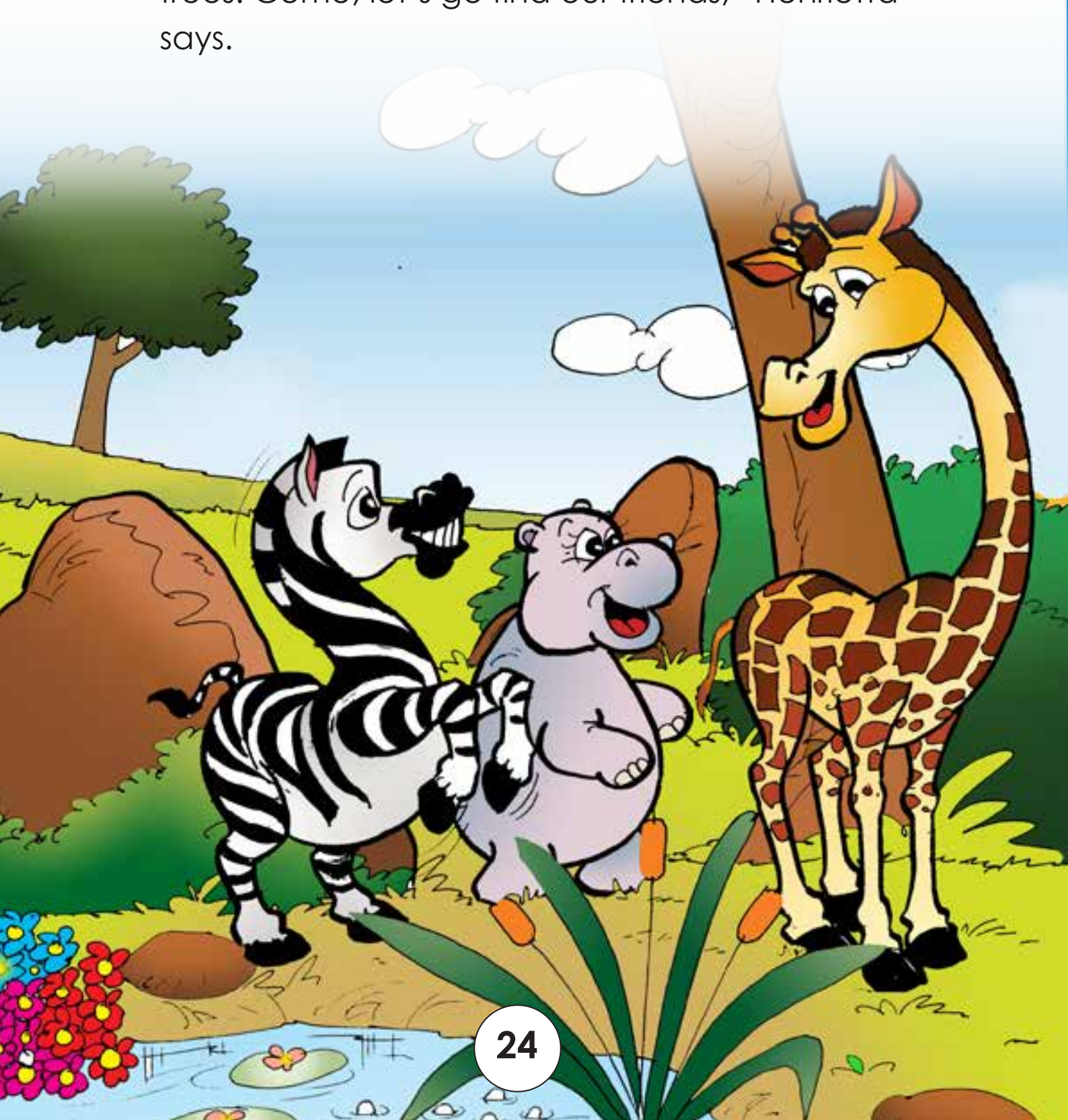




Zack and Henrietta look around. They cannot see their friends anywhere. They look high and low. They look left and right. They look here and there, but they cannot see their friends. "Mmm," says Henrietta, "Our friends are good at this game."

Henrietta and Zack see a strange tree.

"This tree has ears!" "Aha!" says Zack, "Trees do not have ears." They walk towards the trees, Ginny is between two trees. "We found you!" shout Zack and Henrietta. "You are between the trees. Come, let's go find our friends," Henrietta says.



Henrietta, Zack and Ginny walk to the long grass.
They see a strange bush. The bush has hair.
“Aha!” says Ginny, “Bushes do not have hair.”
They walk towards the bush. Next to the bush is
Larry. “We found you!” shout Ginny, Zack and
Henrietta together. “You are next to the bush.
Come, let’s go find our friend,” Henrietta says.



Larry, Ginny, Zack and Henrietta look around. They look high and low. They look left and right. They look here and there, but they cannot see their friend. "Mmm," says Henrietta, "Our friend is good at this game."

They walk to the **pond**. They hear a **strange** noise. "It is a **croak**," says Larry. "Aha!" says Larry, "**Ponds** don't **croak**." They look in the **pond**. Tommy Toad is under a leaf. "We found you!" shout Larry, Ginny, Zack and Henrietta. "You are under the leaf." Tommy hops out of the water with a big **croak** and a bigger splash.



The friends laugh. "This is fun," says Henrietta.

"Everyone found a good hiding place.

Zack was behind the rock.

Ginny was between the trees.

Larry was next to the bush.

Tommy was under a leaf in the water."

"Can we play again?" asks Zack. "This time, I will count to ten."

"Let's go!" says Henrietta.

The animals run around looking for new places to hide.



Glossary

Toad: A small jumping animal with rough skin, long back legs and no tail. Toads are born in water, but they live on land.

Roars (verb to roar): To make a deep, loud cry.

Croaks (verb to croak): A deep, low, hoarse sound made by a toad.

Brays (verb to bray): The loud, harsh sound a zebra makes.

Strange: Unusual or surprising; difficult to understand or explain.

Pond: A small body of still water.

Comprehension Questions



1. Name the animals in the story.
2. What game do the animals play?
3. What animals are hiding?
4. Where do the animals hide?
5. What happens in the end?

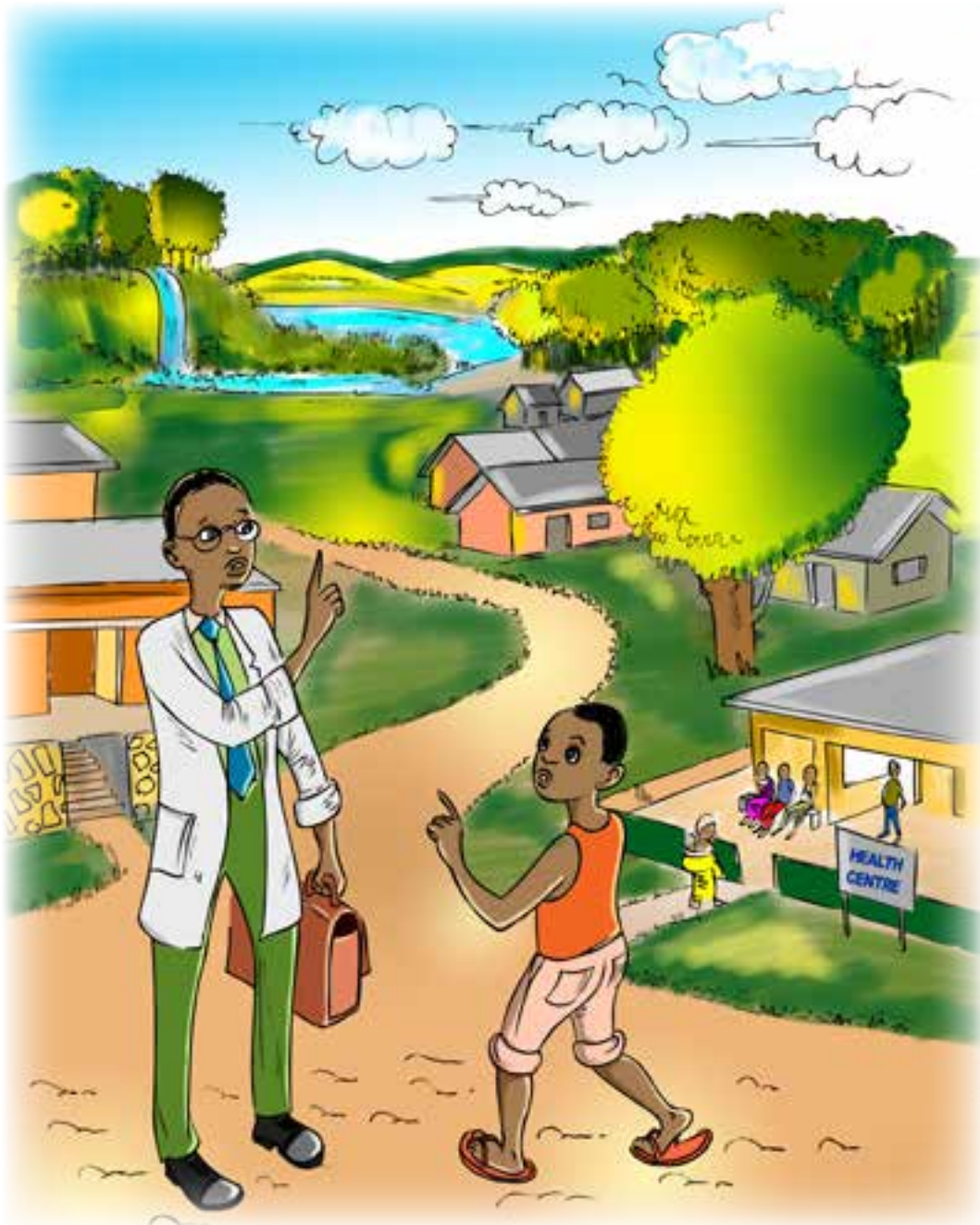
Fire in the Forest





John and his family live in a small village. His village is between a river and a big forest. John has a goat. His goat likes to play hide and seek around the village. Every night, John **ties** the goat to a tree. Every morning, the **naughty**, little goat runs away. Every day, John has to find her. "Oh, little goat, where are you today?" he **sighs**.

Everyone in the village knows that John's pet goat likes to hide. This morning, John meets a doctor on his way to the health centre. "Good morning, John, is your goat missing?" asks the doctor. "Yes, my goat is missing," **sighs** John. "I hope you find your goat," replies the doctor. John nods his head and walks on.

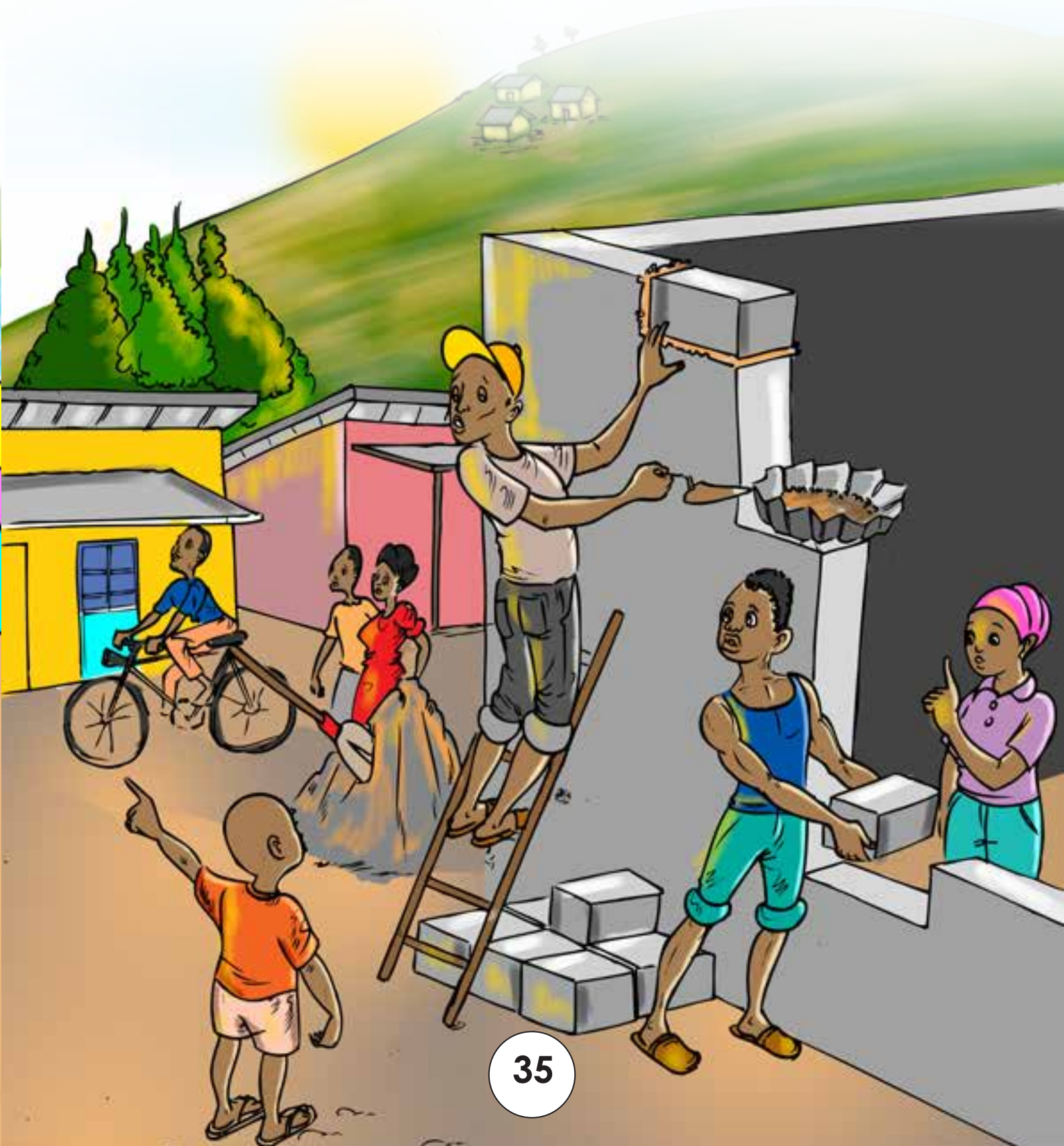


Next, he passes a shopkeeper carrying her basket of **pies** to the market. “Good morning, John. Is your goat missing?” asks the shopkeeper. “Yes, my goat is missing,” **sighs** John.

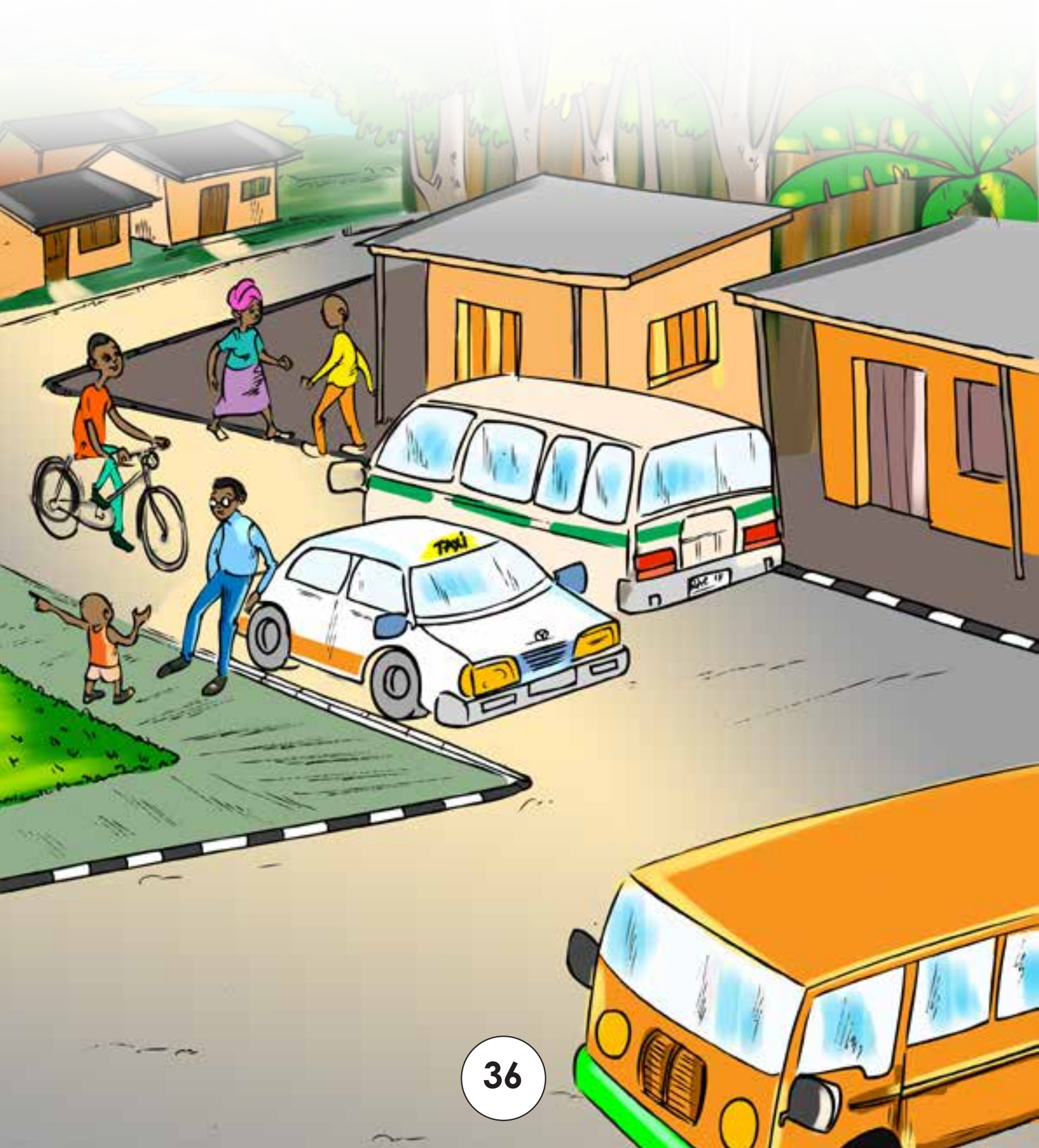
“I hope you find your goat,” replies the shopkeeper. John walks on.



John sees builders building a house. “Good morning, John. Is your goat missing?” ask the builders. “Yes, my goat is missing,” **sighs** John. “We hope you find your goat,” reply the builders. John walks on.



John meets **several** taxi drivers at the taxi park.
“Good morning, John. Is your goat missing?” ask
the taxi drivers. “Yes, it is missing,” **sighs** John.
“We hope you find your goat,” reply the drivers.



John sees a policewoman. "Excuse me," he says politely, "Have you seen my goat?"

"Yes! I saw your goat **wandering** in the forest."

"Oh no!" cries John. "I will help you look," says the policewoman. John and the policewoman walk towards the forest.



They find the goat between two trees.

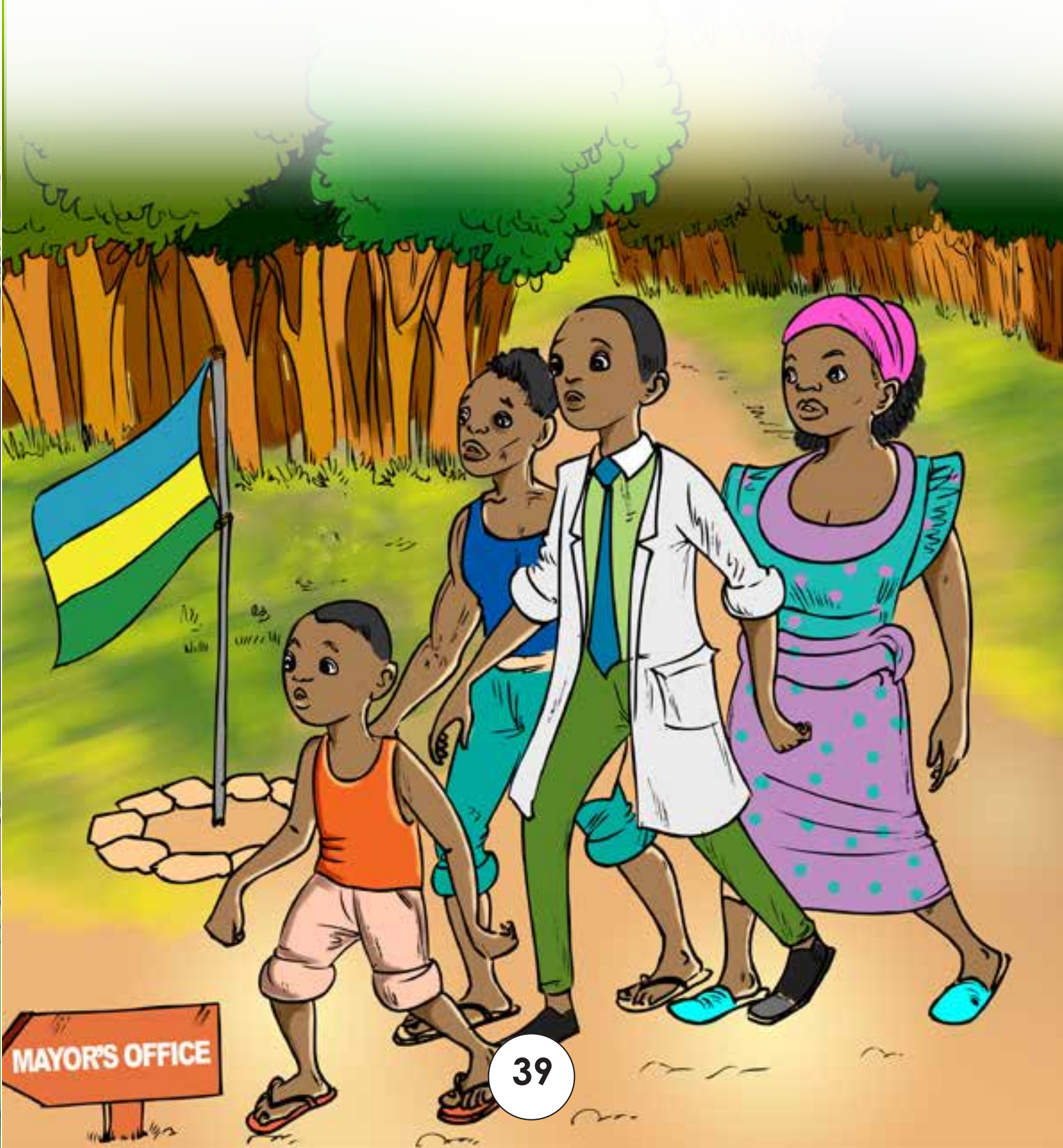
"Meh-meh," **bleats** the scared, little goat.

"Come on, little goat, it is time to go home," says John happily. "Meh-Meh," **bleats** the goat, but it does not move. The policewoman smells the air.

"I smell smoke!" she cries, "There is a fire in the forest!" John runs back to the village. "There is a fire in the forest!" he shouts, "Help! Help!"



The doctors and nurses run from the health centre. The shopkeepers run from the market. The builders run from the building **site**. The taxi drivers run from the taxi park. Everyone **gathers** at the mayor's office.



"We will put out the fire," says the mayor.

"Quick, everyone get a bucket and fill it with water." The villagers get their buckets.

They make a line from the water pump to the forest and they pass the buckets to each other. All day, the villagers pour water on the fire.



Finally, the fire is put out. "Hurray!" Cheer the villagers. "We are safe!" "Meh - meh," **bleats** the goat. "Thank you, clever goat!" says the mayor. The villagers give John and his goat a special present. It is a little bell on a **string**. "Now, you'll always know where your goat is," laughs the mayor.



Glossary

Naughty: Badly behaved; disobedient.

Sighs (verb to sigh): To breathe out with a long breath because of being sad or tired

Ties (verb to tie): To fasten with something like a string or rope.

String: A thin rope.

Pies: A baked dish of fruit, or meat and vegetables, typically with a top and base of pastry.

Several: Not many, but more than two.

Bleats (verb to bleat): The sound made by a goat, sheep or calf.

Site: A place for a town, city, building or event.

Gathers (verb to gather): To bring together in one place, collect.

Comprehension questions



1. What animal does John have?
2. Who does John meet?
3. What does the policewoman smell?
4. Where do John and the policewoman go to get help?
5. What do the villagers do to put out the fire?

The Truck is Stuck



Jack is a truck driver.

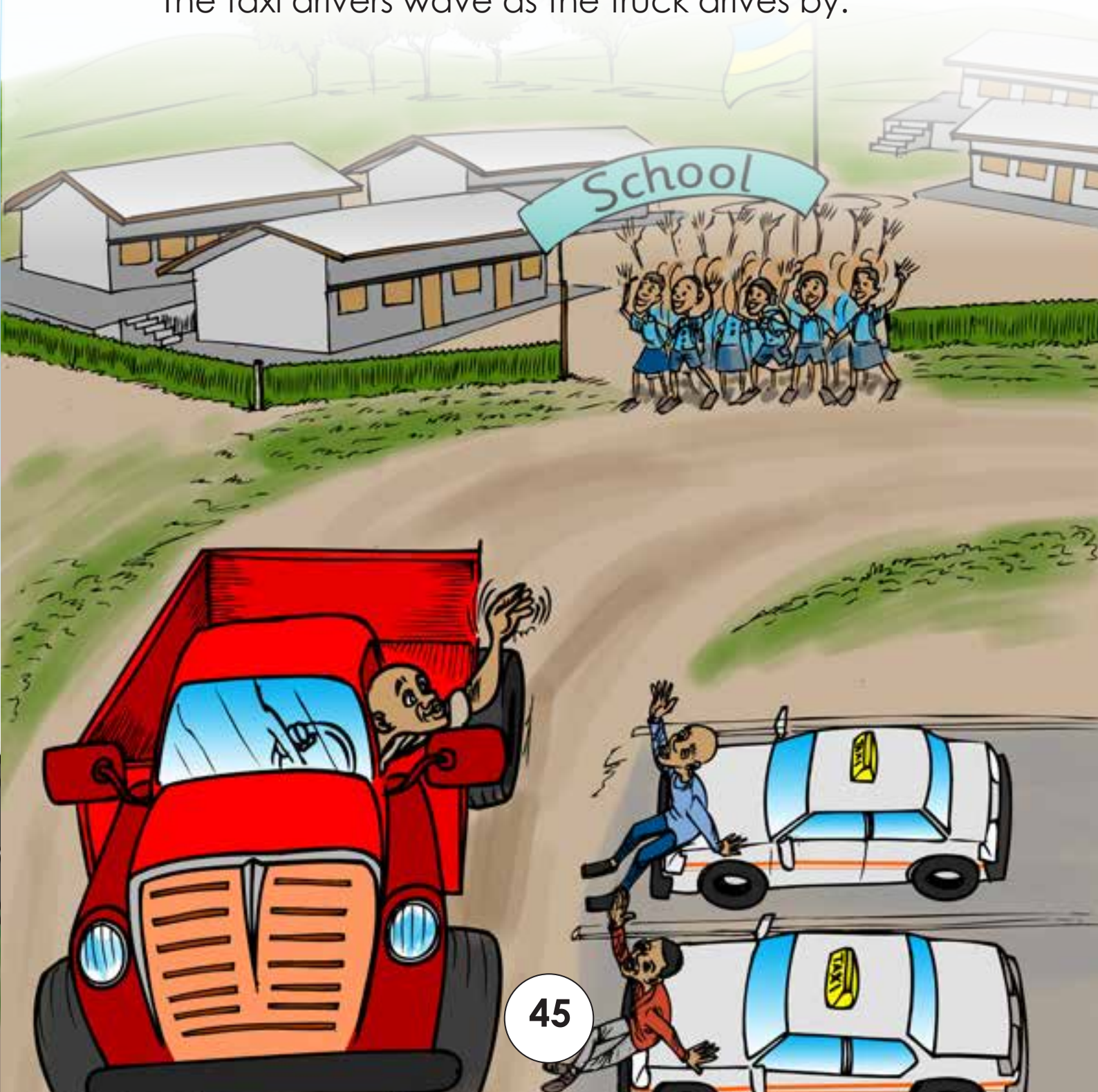
He drives a big, shiny red truck.

Jack's truck is big.

Jack is happy, he likes to drive.



The big, shiny red truck passes a school.
Beep, beep, beep! toots the **horn**.
The children shout as the truck drives by.
The children are excited.
The big, shiny red truck passes the taxi park.
Beep, beep, beep! toots the **horn**.
The taxi drivers wave as the truck drives by.



The big, shiny red truck passes the market.

Beep, beep, beep! toots the **horn**.

The shopkeepers wave as the truck drives by.

The big, shiny red truck passes a building site.

Beep, beep, beep! toots the **horn**.

The builders wave as the truck drives by.



Today, Jack is feeling happy.

His truck has a special load.

The truck has tables and chairs, tea and sugar, plates, cups and spoons, a big cake and one hundred balloons. They are for a community **party**.



Suddenly....

Crash!

Bang!

The truck is stuck. It will not go forward. It will not go backward. Jack walks slowly around the truck. He sees the **problem**. The **wheels** are stuck in a big hole. Jack is **puzzled**. What can he do?

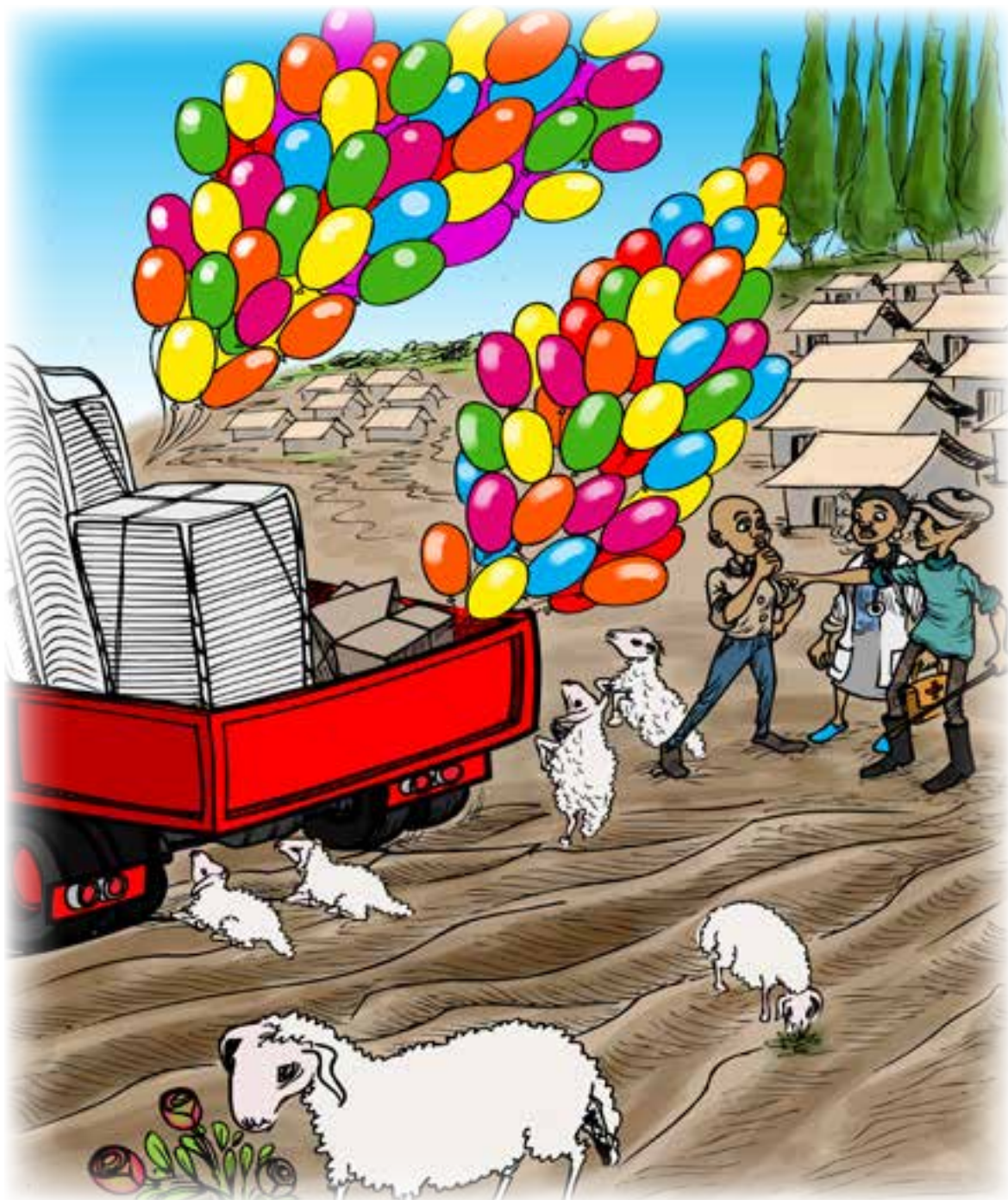


While Jack is thinking, a farmer walks by.
The farmer is taking sheep to sell at the market.
“What happened, Jack?” asks the farmer.
“My truck is stuck,” says Jack.
“Can you help me?” he asks.
The farmer looks at the truck and at the hole.
He shakes his head.



While Jack and the farmer are thinking, a doctor walks by. The doctor is going to the health centre. “What happened, Jack?” asks the doctor.

“My truck is stuck,” says Jack sadly. “Can you help me?” he asks. The doctor looks at the truck and at the hole. She shakes her head.



While Jack, the farmer and the doctor are thinking, a policewoman comes by. She is going to the police station. "What happened, Jack?" asks the policewoman. "My truck is stuck," says Jack sadly, "Can you help me?" he asks. The policewoman looks at the truck and at the hole. She shakes her head.



While Jack, the farmer, the doctor and the policewoman are thinking, a shopkeeper, a teacher, a carpenter and a taxi driver come by. Now, everyone from the community is standing by the truck. Seeing the **crowd** near his truck, Jack has an **idea**. “Each of us cannot move the truck alone,” he says, “but what if we work as a **team**? We can easily push the truck out of this hole.”



“Clever **idea**, Jack!” says the carpenter, “You are clever.” “Let’s do it,” says the teacher. Everyone gathers behind the truck. Jack climbs into the driver’s seat. The crowd pushes the truck. The truck moves forward out of the hole. The **crowd** cheers, but instead of driving away, Jack parks the truck under a tree.



Jack says, "This truck has a special **load**. Wait and see." The **crowd** waits.

Jack gets the tables and chairs.

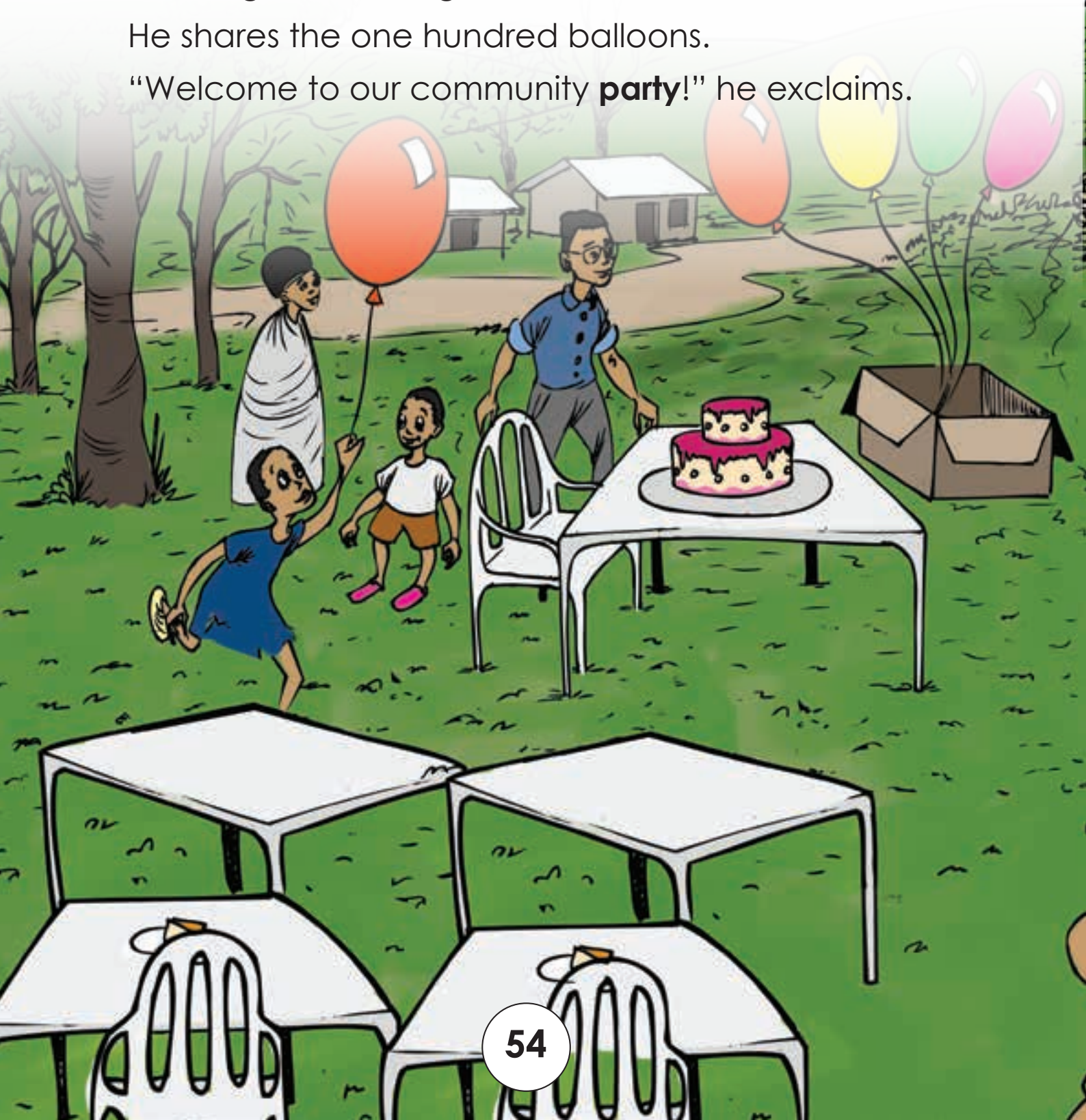
He gets the tea and sugar.

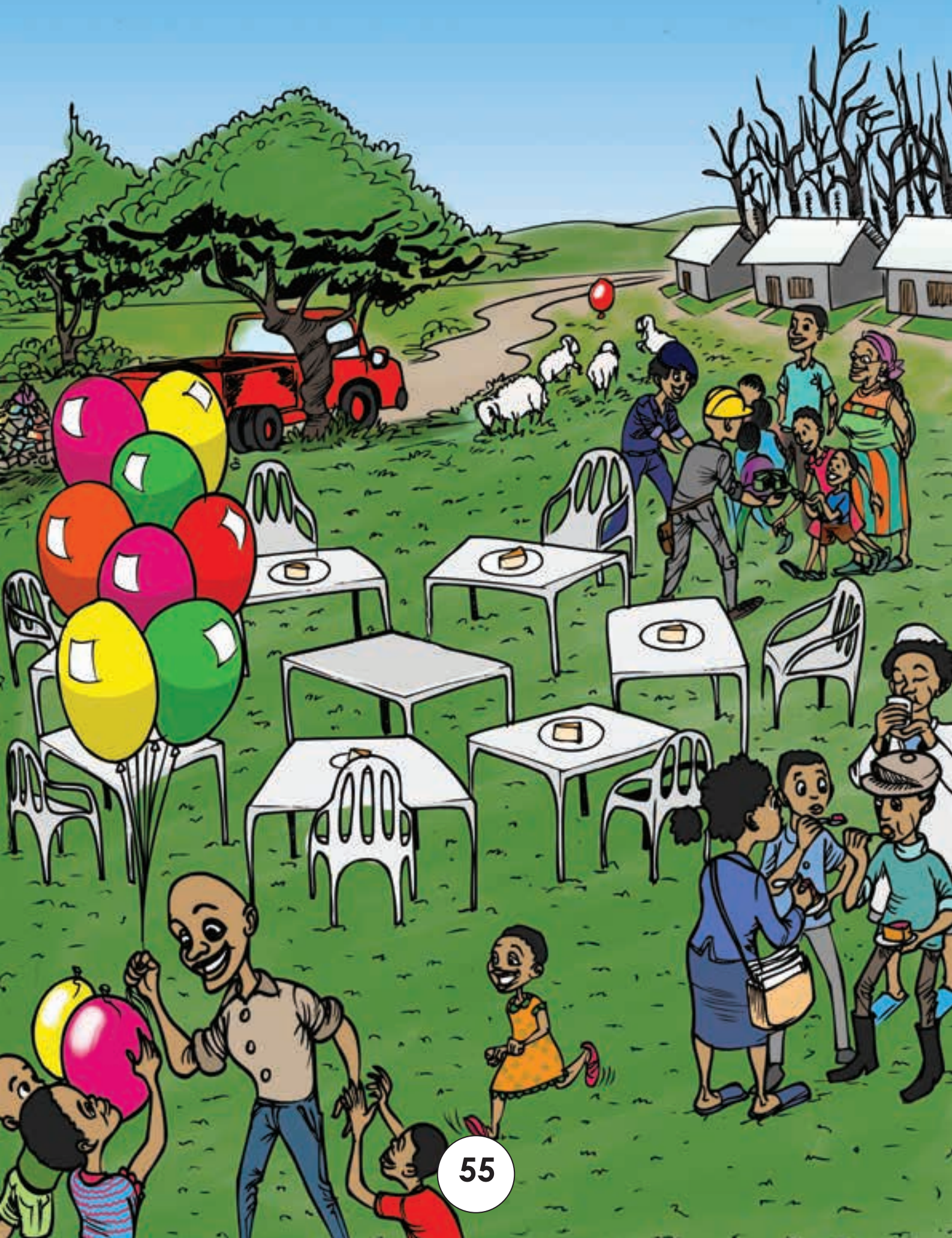
He lays out the plates, cups and spoons.

He brings out the big cake.

He shares the one hundred balloons.

"Welcome to our community **party!**" he exclaims.





Glossary

Horn: A device on a car for making a warning noise.

Party: A social gathering of invited guests, involving eating, drinking, and entertainment.

Problem: A thing that is difficult to achieve or solve.

Wheels: A circular object that turns in circles and allows cars, trucks, bicycles and other things to move.

Puzzled: Unable to understand.

Crowd: A large number of people gathered together.

Team: A group of people working together or playing together i.e: a team of football players.

Idea: A thought or suggestion as to a possible course of action.

Load: The total number or amount that can be carried in a vehicle or container.

Comprehension Questions



1. Who is Jack?
2. What does Jack drive?
3. Where does Jack drive by?
4. What is Jack's problem in the story?
5. How did Jack solve the problem?

Cecile the Caterpillar

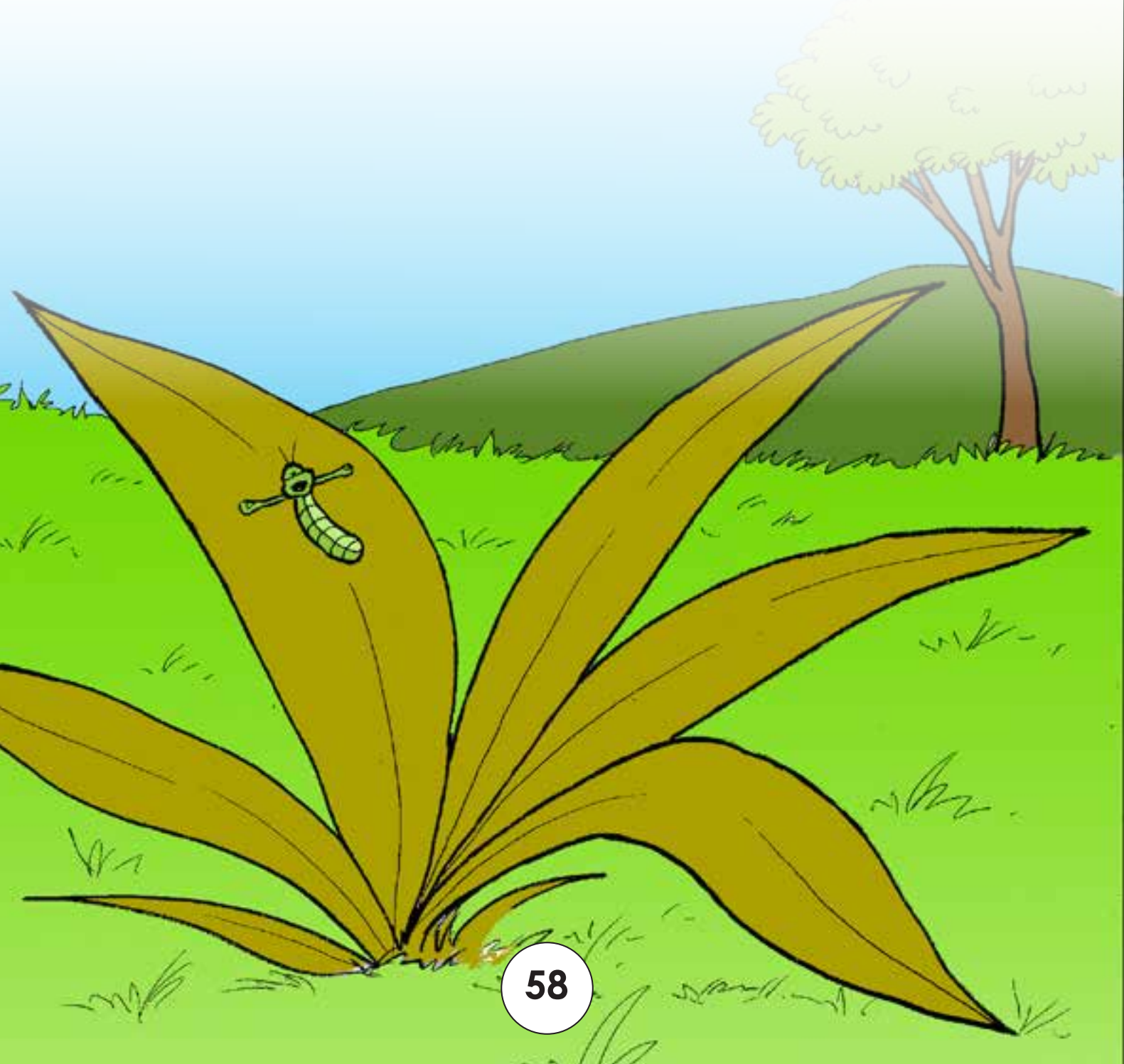


It is morning. Cecile the **caterpillar** is sleeping on a big green leaf. The sun is shining. The caterpillar stretches and **yawns**.

"Ooo! I am so hungry," says the caterpillar as she rubs her little **belly**.

"Today is **Monday**," says Cecile, "I must get food to eat and I must build a house."

Cecile the caterpillar begins to look for food.



She sees some big red tomatoes.

"Mmm, I love big red tomatoes."

Chew, chew, chew, chew, the caterpillar chews the tomatoes. At noon, Cecile is eating.

All day she is eating tomatoes. She forgets to build a house. Cecile rubs her big fat **belly**.

"Ooo!" says Cecile, "I am so sleepy," she **yawns** .

"It is time to sleep. I will build my house tomorrow."

Cecile **crawls** slowly back to her leaf and falls asleep.



The next day, the sun is shining in the sky.

Cecile stretches and **yawns**.

"Today is **Tuesday**," says Cecile, "I must build a house today, but I am hungry." says the **caterpillar**. "What can I eat?"

She sees some cabbage in the **garden**.

"Mmm," says Cecile, "I'd love some cabbage."

Chomp, chomp, chomp, chomp, goes the **caterpillar** as she eats her food.

At ten o'clock, Cecile is eating. All day the caterpillar eats the cabbage. She forgets to build a house. "Ooo! Eating cabbage makes me sleepy," says the **caterpillar**. "I think it is time to sleep. I will build my house tomorrow."

Cecile crawls slowly back to her leaf and falls asleep.



Early the next day, the little **caterpillar** wakes up.

"Today is **Wednesday**, I must build my house today," says the **caterpillar**.

"First, I will eat. Today, I want to eat some potato leaves." Cecile climbs off her leaf.

Crunch, crunch, crunch, crunch, goes the **caterpillar** as she eats her food.

At nine o'clock, Cecile is eating. All day, Cecile eats the long **tasty** potato leaves. The little **caterpillar** rubs her very big fat belly and falls asleep. She forgets to build a house.



Early the next day, the caterpillar wakes up.

"Today is **Thursday**," says Cecile.

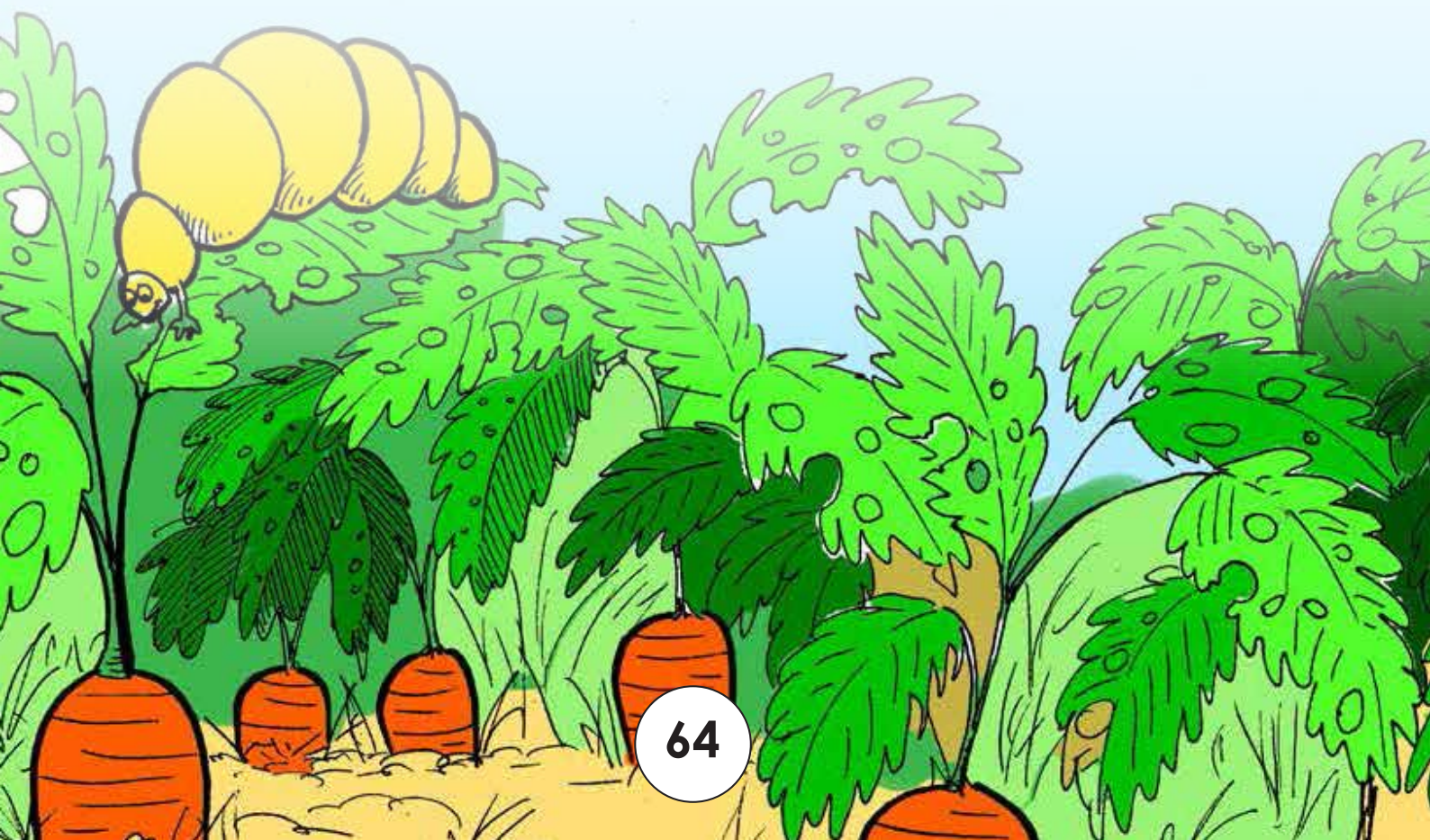
"I must build a house today, but I am very, very hungry," says the caterpillar.

"I want to eat some **tasty**, orange carrots."

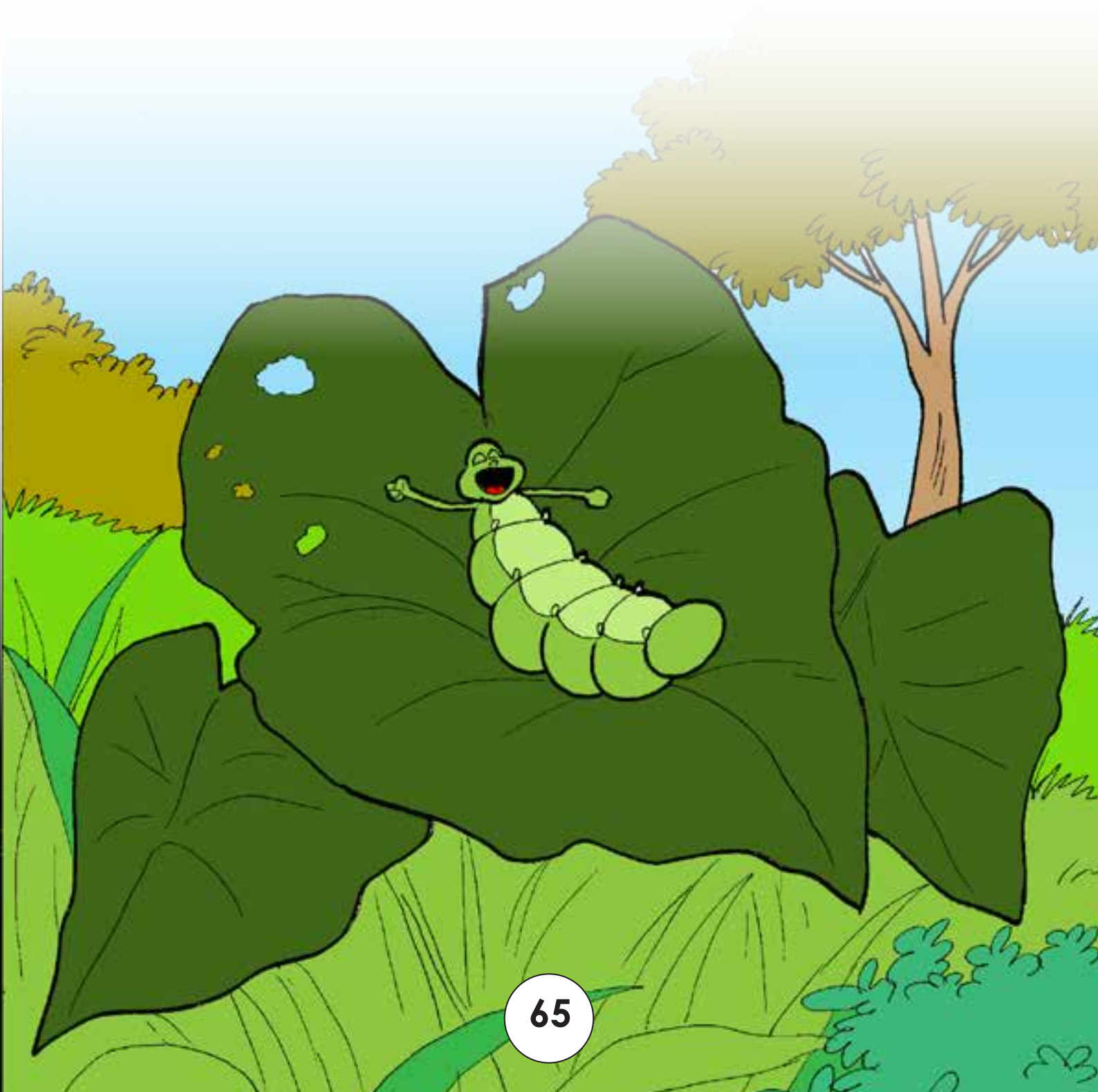
Cecile goes to the carrot **garden**.

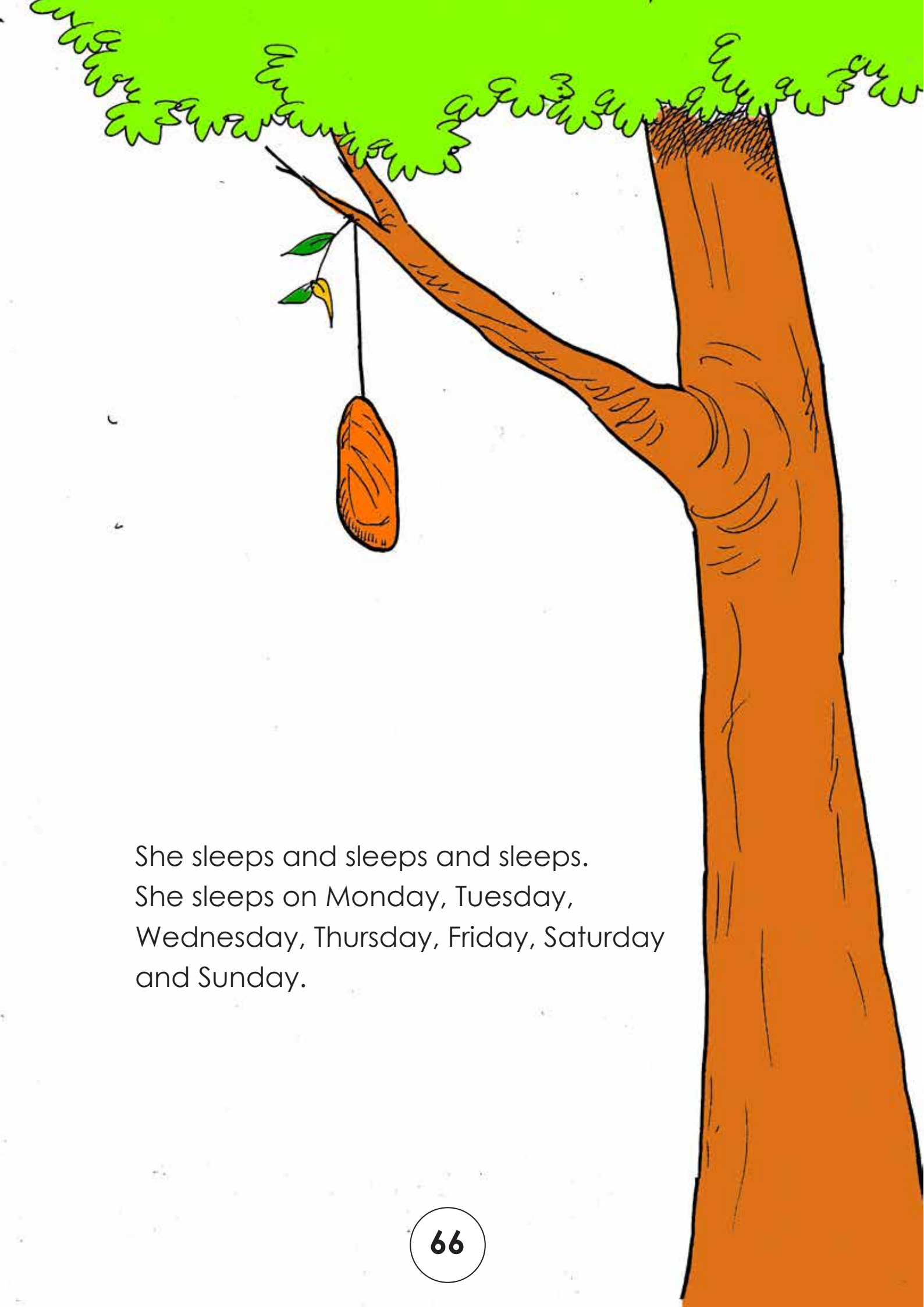
Chew, chew, chew, chew, the caterpillar chews the tasty orange carrots.

At eleven o'clock Cecile is eating **tasty** orange carrots. All day the caterpillar eats tasty, orange carrots. She forgets to build a house. In the evening, the **caterpillar** rubs her very big fat belly and falls asleep.

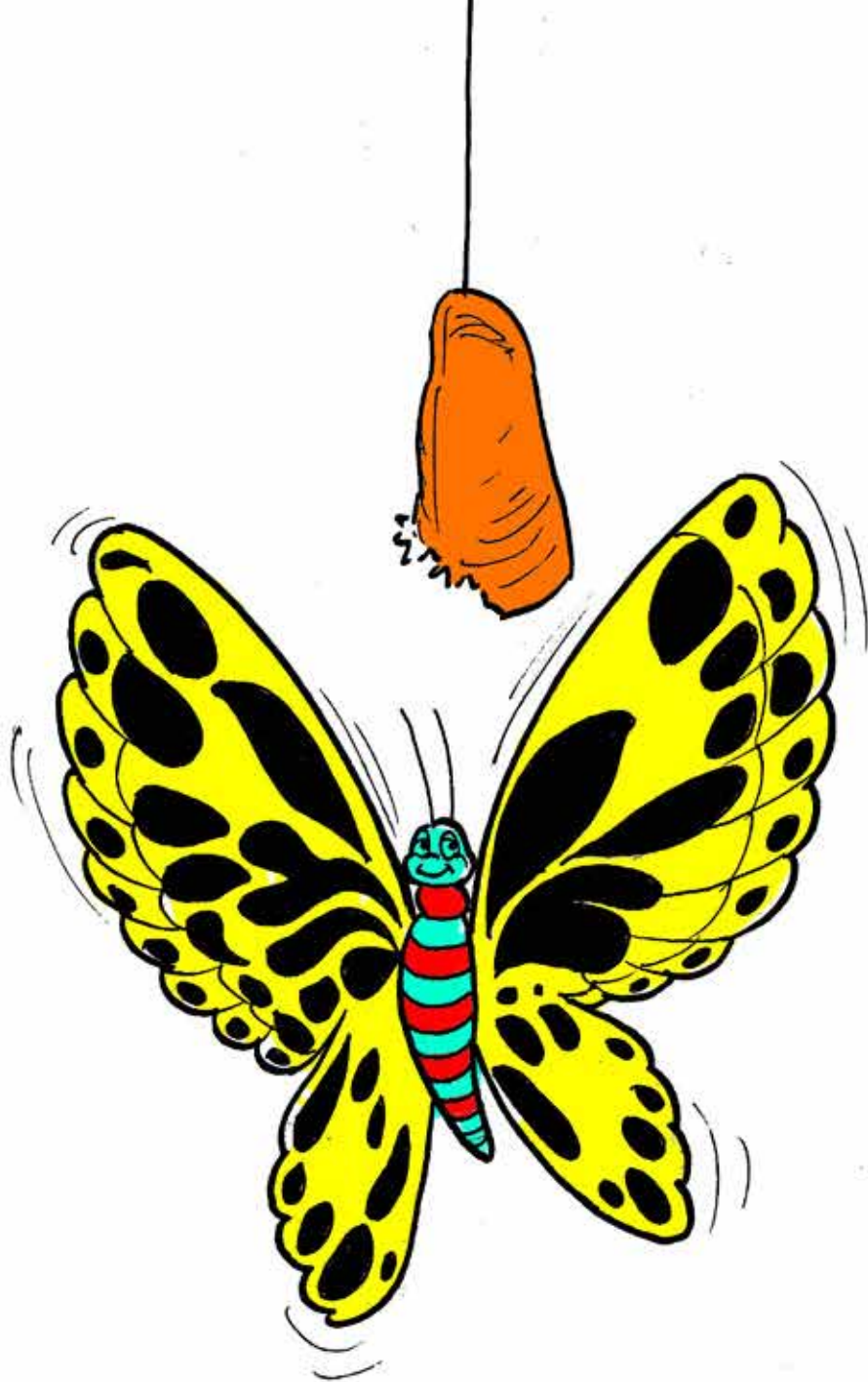


On **Friday**, the caterpillar eats. She forgets to build a house. On **Saturday**, the caterpillar eats. She forgets to build a house. On **Sunday**, something strange happens. She is very big and very fat. She stops eating. She builds a small house around her body. She stays inside. She stays there all day and all night.





She sleeps and sleeps and sleeps.
She sleeps on Monday, Tuesday,
Wednesday, Thursday, Friday, Saturday
and Sunday.



On Monday, the sun rises.
The caterpillar stops sleeping.
She wakes up and stretches and **yawns**.
“Ooo!” says the caterpillar.
She **yawns** again and rubs her eyes.
The little house moves.
The little caterpillar is very different.
She is not a caterpillar.
She is a big beautiful **butterfly**.

Glossary

Yawns (verb to yawn): To open the mouth wide while breathing in deeply. Yawning can show tiredness or boredom.

Belly: The part of the body below the chest and above the legs that contains the stomach and intestines.

Chew: To break into pieces and make soft with the teeth.

Crawls (verb to crawl): To move along the ground on hands and knees.

Garden: An area of land used for growing flowers or vegetables.

Caterpillar: The larva of a moth or butterfly.

Tasty: Delicious, having a pleasing flavour.

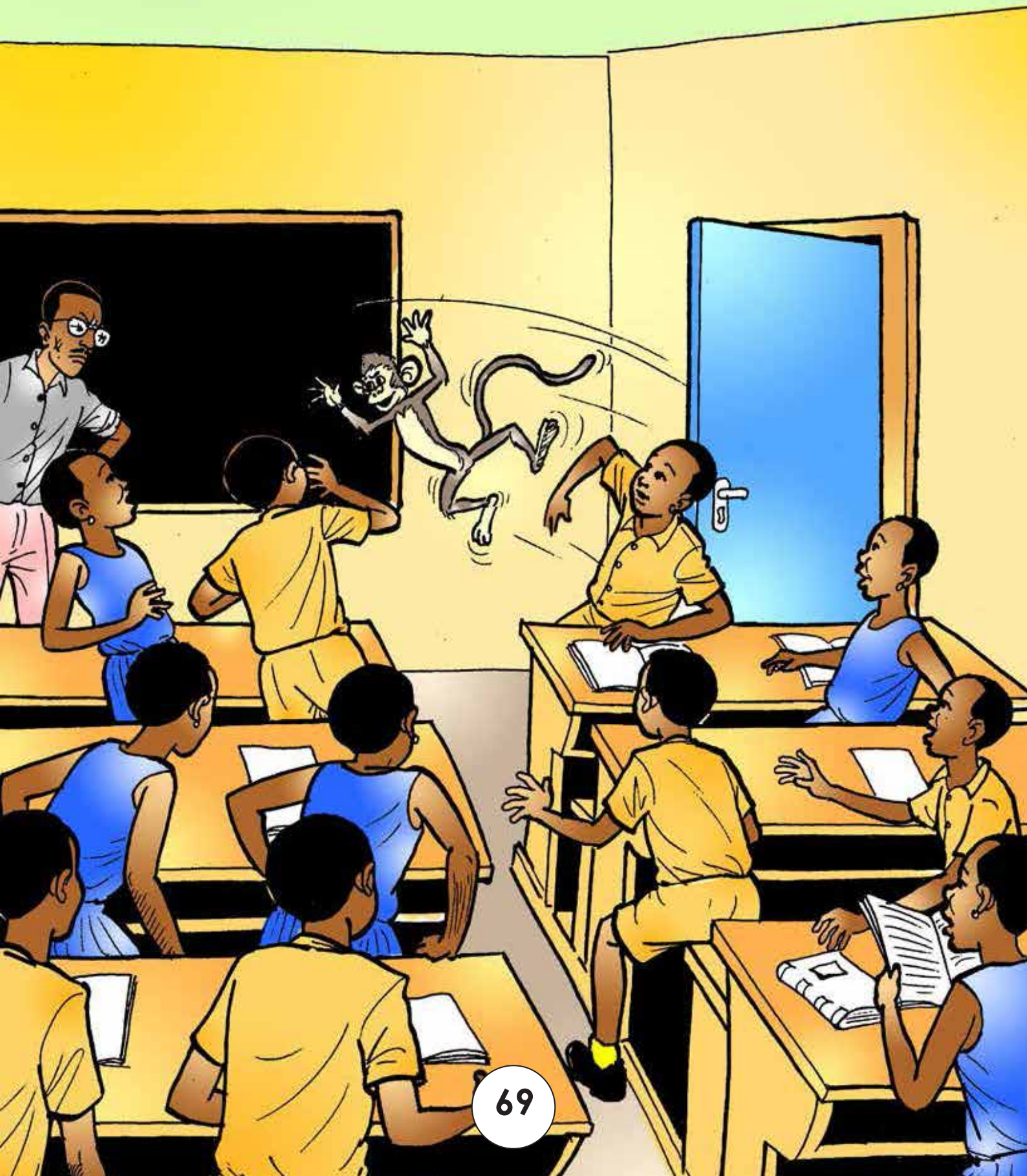
Butterfly: A flying insect with four large wings that often have bright colours.

Comprehension Questions



1. Who is Cecile?
2. What does Cecile eat on Tuesday?
3. What happens on Sunday?
4. When does she wake up?
5. What happens to the caterpillar when she wakes up?

Monkey At School

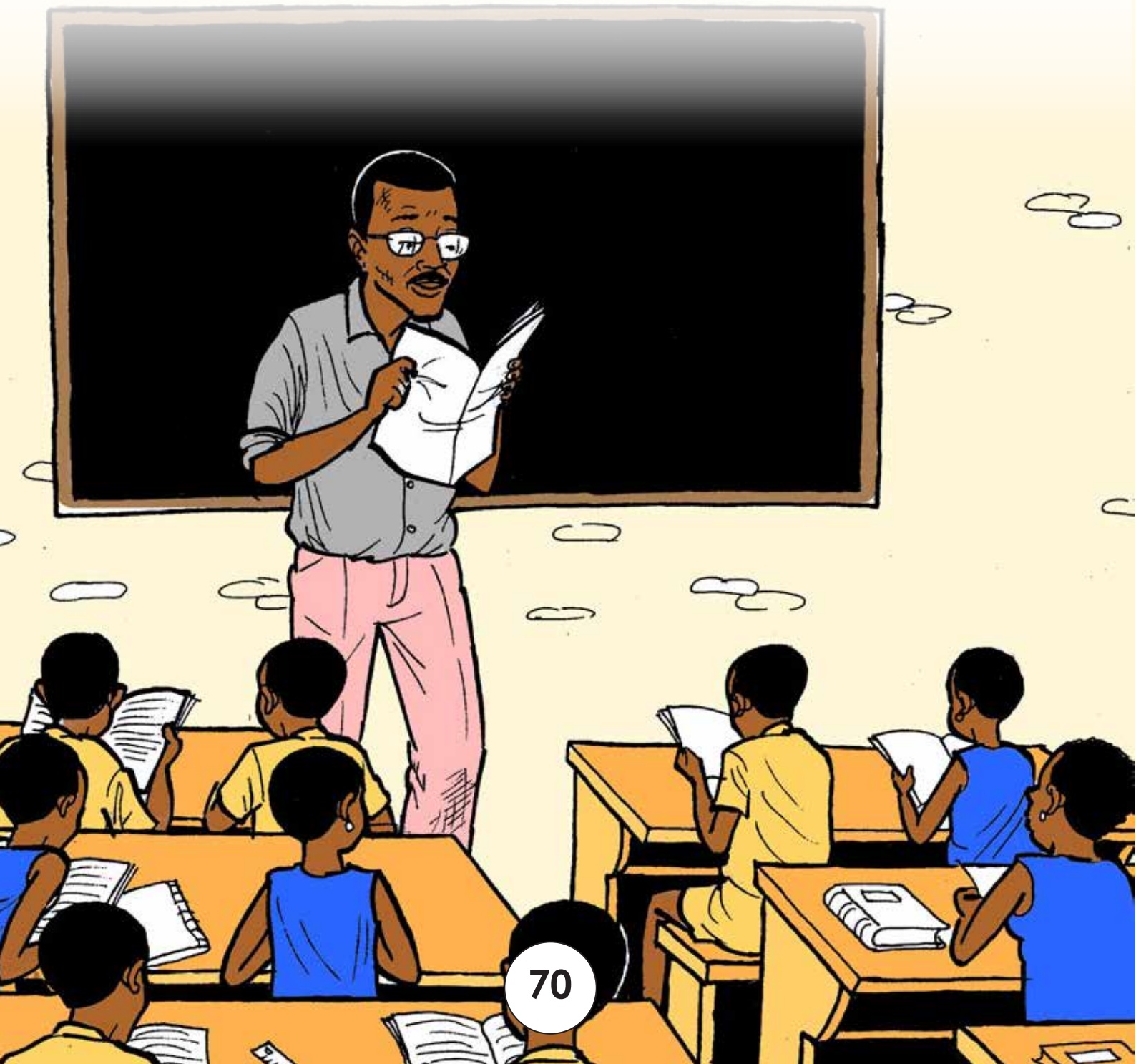


Every **morning**, Mark and his friends run to school.
Teacher Clark **always** waits at the gate.

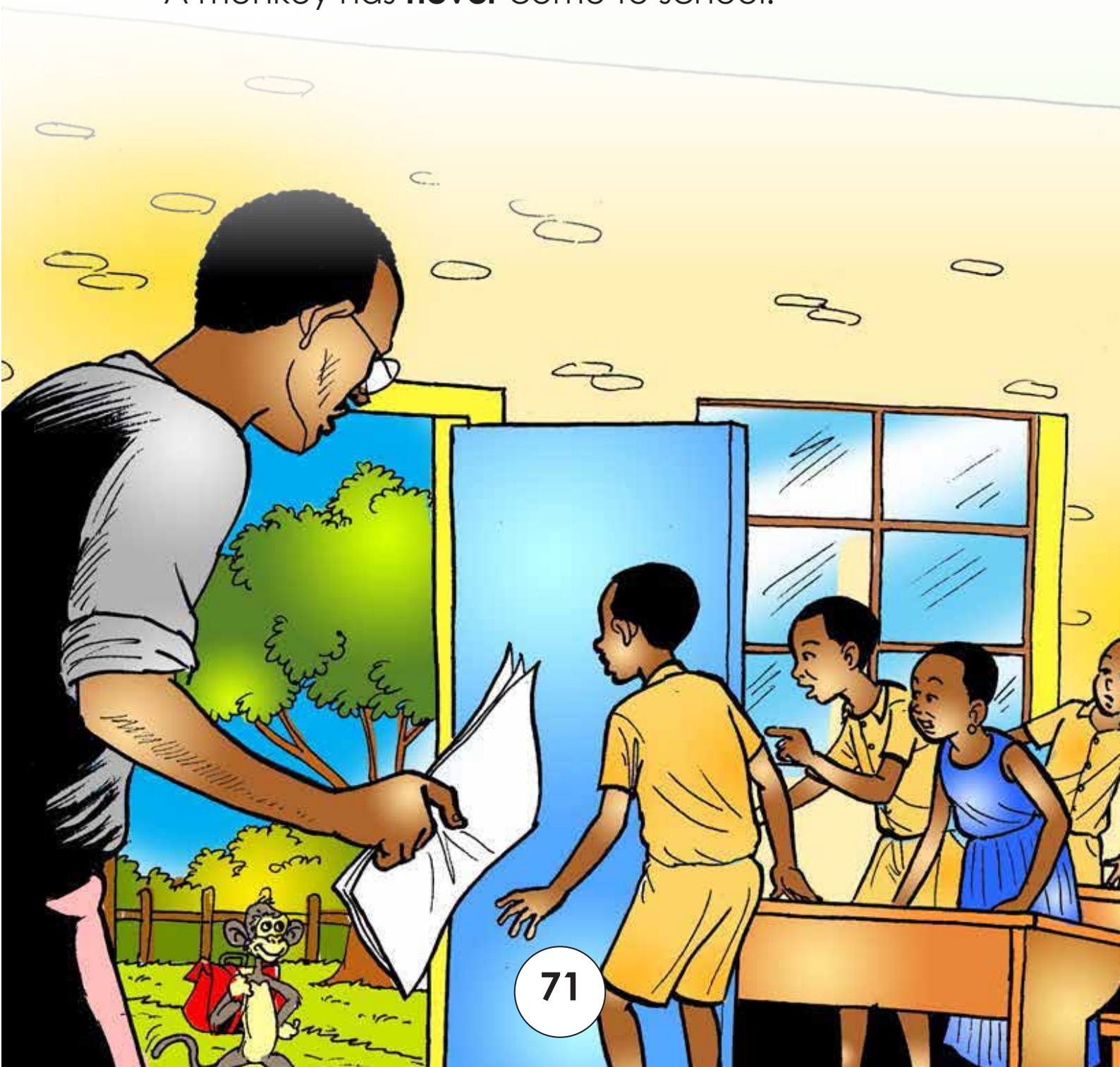
“Good morning, children,” says Teacher Clark.

“Good morning, Teacher Clark,” say the children.

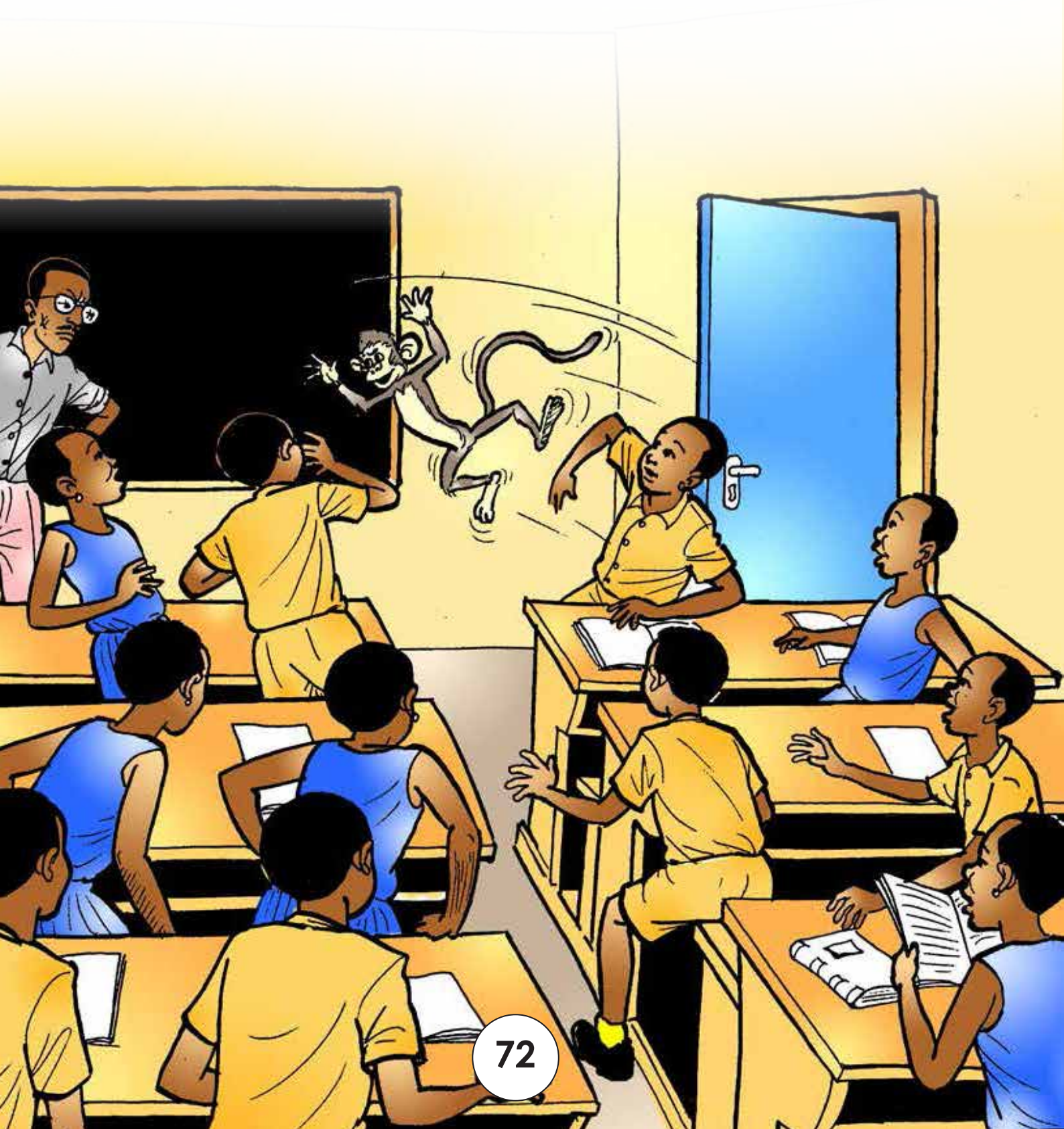
Every day, Teacher Clark rings the bell. The children walk into the classroom. Every day, teacher Clark takes the roll call and counts the children in the class. He **never** forgets.



One morning, at 8 o'clock, there is loud knocking on the door. Knock! Knock! The knocking gets louder. Knock! Knock! Teacher Clark walks to the door and opens it. A very small monkey is standing outside. The monkey has a very small school bag. He gives a note to the teacher. It says, my name is Sam. The monkey is smiling. The teacher and the children look at each other. A monkey has **never** come to school.



Teacher Clark says, "Hello Sam, Welcome to P3."
Sam has never been to school. He starts to run
around the classroom. "No, no, no, Sam," says
Mark. "You must walk in the classroom."
Sam smiles and **nods** his head.





Sam starts to **swing** from the **ceiling**.

"No, no, no, Sam," says Mark.

"We never **swing** from the **ceiling**, you must sit in your seat," he says. The little monkey smiles, walks to a chair and sits down. He takes out a small notebook and a pen. "Well done, Sam," says Teacher Clark.

The children begin saying their 5 times multiplication tables.

The children are counting.

5 bananas,

10 bananas,

15 bananas,

20 bananas,

25 bananas.

Sam loves bananas.

“Ooohh, ooohh, ooohh,” says Sam.

The children start laughing.

Teacher Clark is not happy.

“No, no, no, Sam,” says Mark.

“You must raise your hand if you want to talk,” he says.



In the afternoon, Teacher Clark gives the children some paper and some pencils to draw pictures. Sam takes all the pencils and does not want to share. "No, no, no, Sam," says Mark. "Be nice, we **always** share our pencils at school."

Sam smiles and **nods** his head.

He draws a picture of a big banana.

"Well done, Sam," says Teacher Clark.

"Now, you can paint your picture."

Sam loves painting.

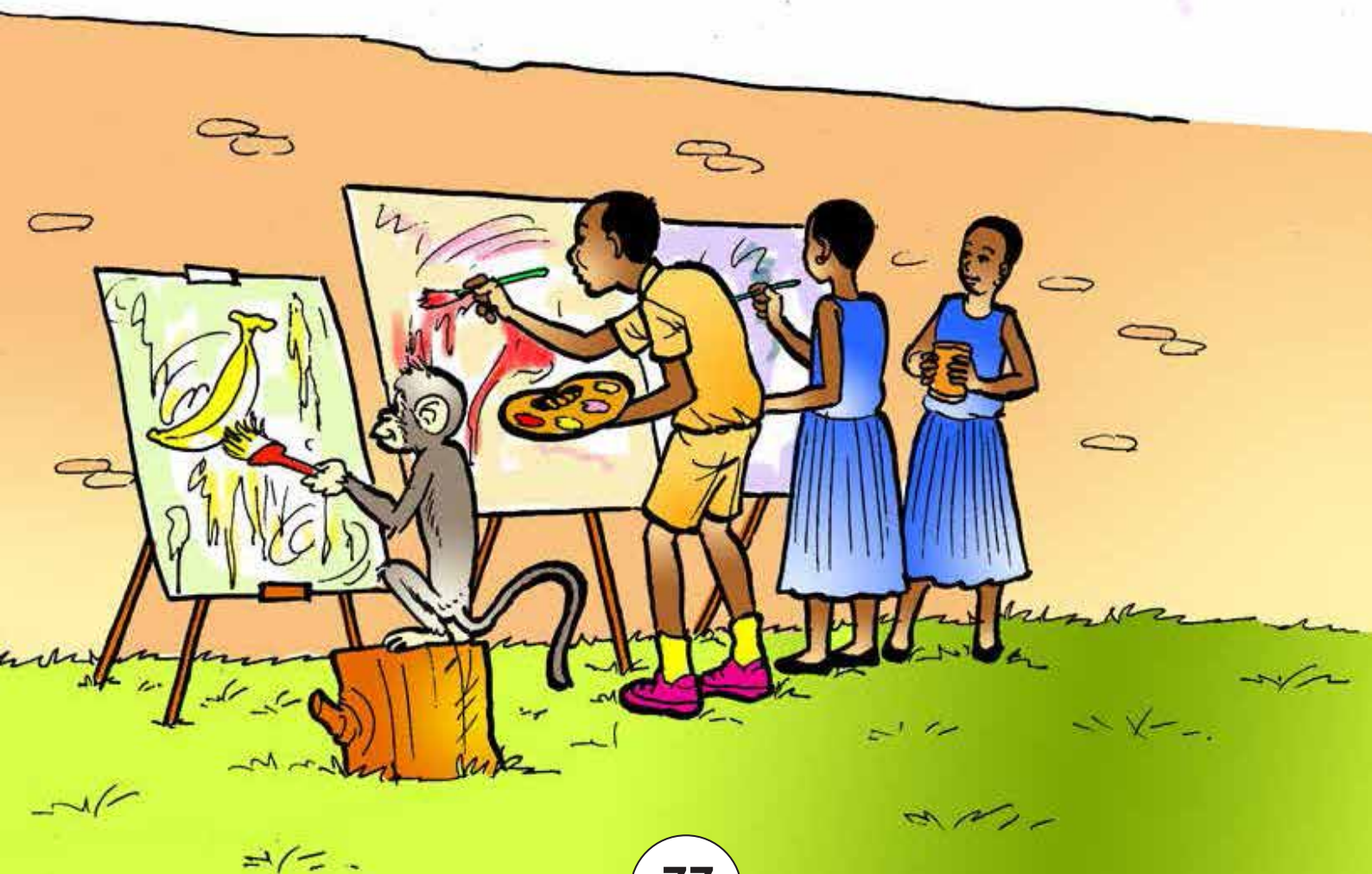
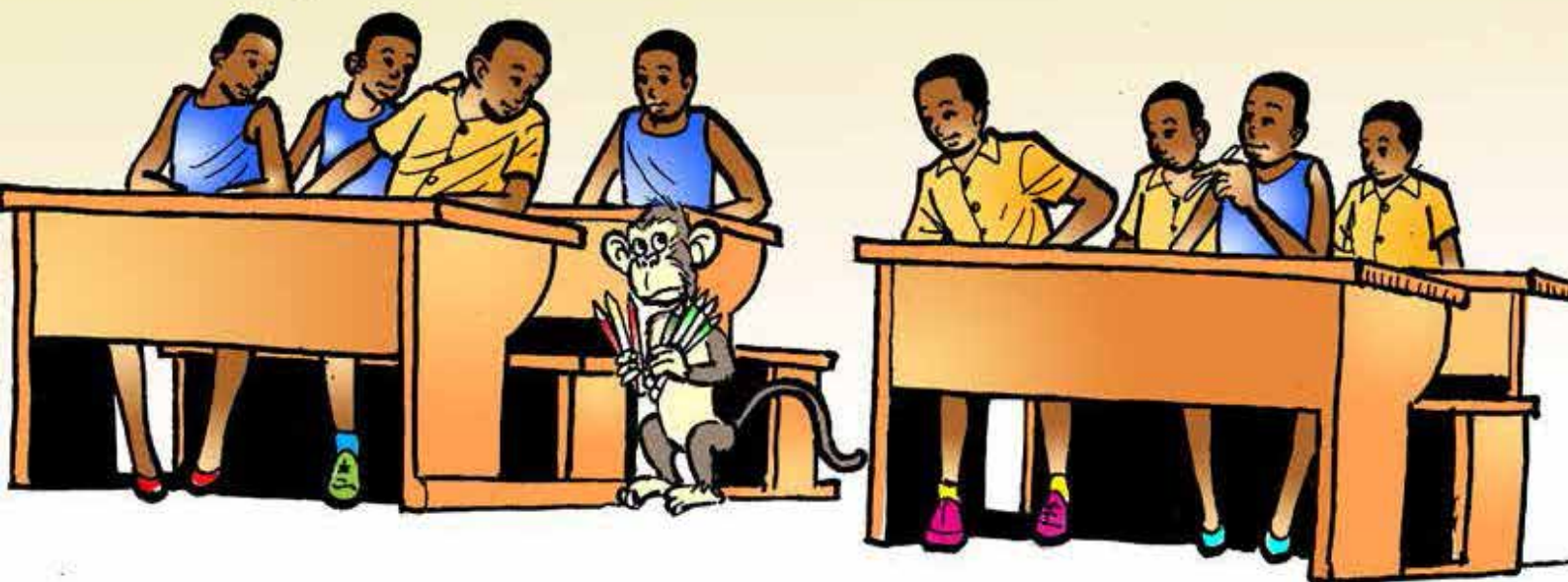
He puts paint on the paper.

He puts paint on the walls.

He puts paint on his hands.

He puts paint on his face.

"No, no, no, Sam," says Mark. "Don't **make a mess!**" Sam smiles and **nods** his head. Teacher Clark **hangs** Sam's picture on the wall. He writes the word banana on the chalkboard. The children read the word aloud.



Sam is a nice monkey but he does not know the school rules. Teacher Clark is very tired.

Mark looks at Sam. He sees his little notebook on the table. Mark has an idea. "Teacher Clark," he says, "Can you please read us a story?"

Teacher Clark starts to read the story.

Sam watches and listens to the teacher reading a story.

He does not run around the classroom.

He does not **swing** from the **ceiling**.

He does not shout in the classroom.

He does not **make a mess**.

Sam likes stories.

Teacher Clark is happy.

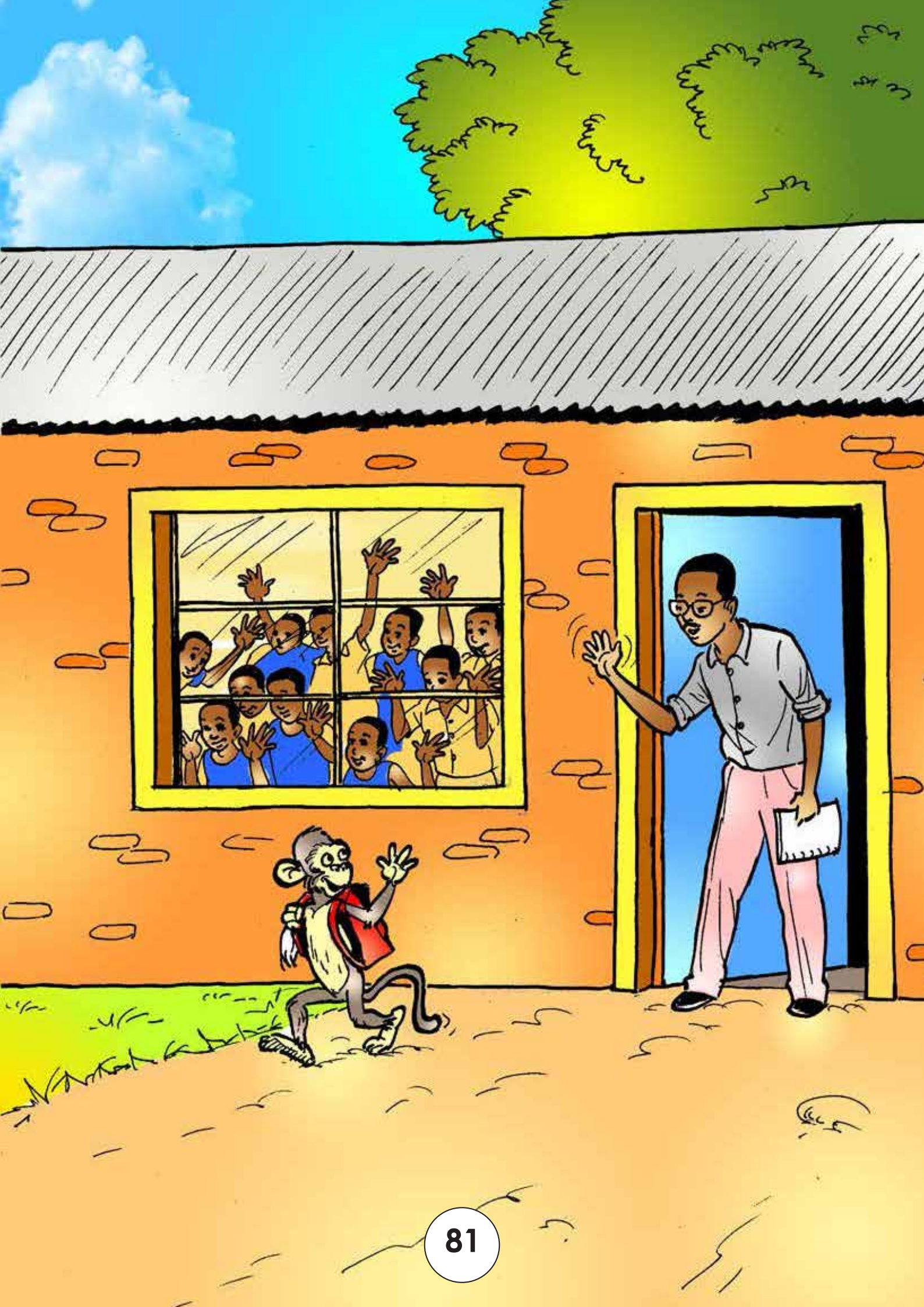
The children are happy.

Sam is very happy.



In the evening, Teacher Clark rings the bell.
Sam puts his little notebook and pen into his little bag and walks outside. He waves goodbye to the children and to Teacher Clark.
All the children run home to tell their parents about the little monkey who came to school.





Glossary

Roll call: To call out each of the names on a list to mark who is present and absent.

Nod: To lower and raise the head in agreement.

Swing: To move back and forth and side to side.

Ceiling: The upper surface of a room.

Make a mess: To spoil something or do it very badly.

Comprehension Questions

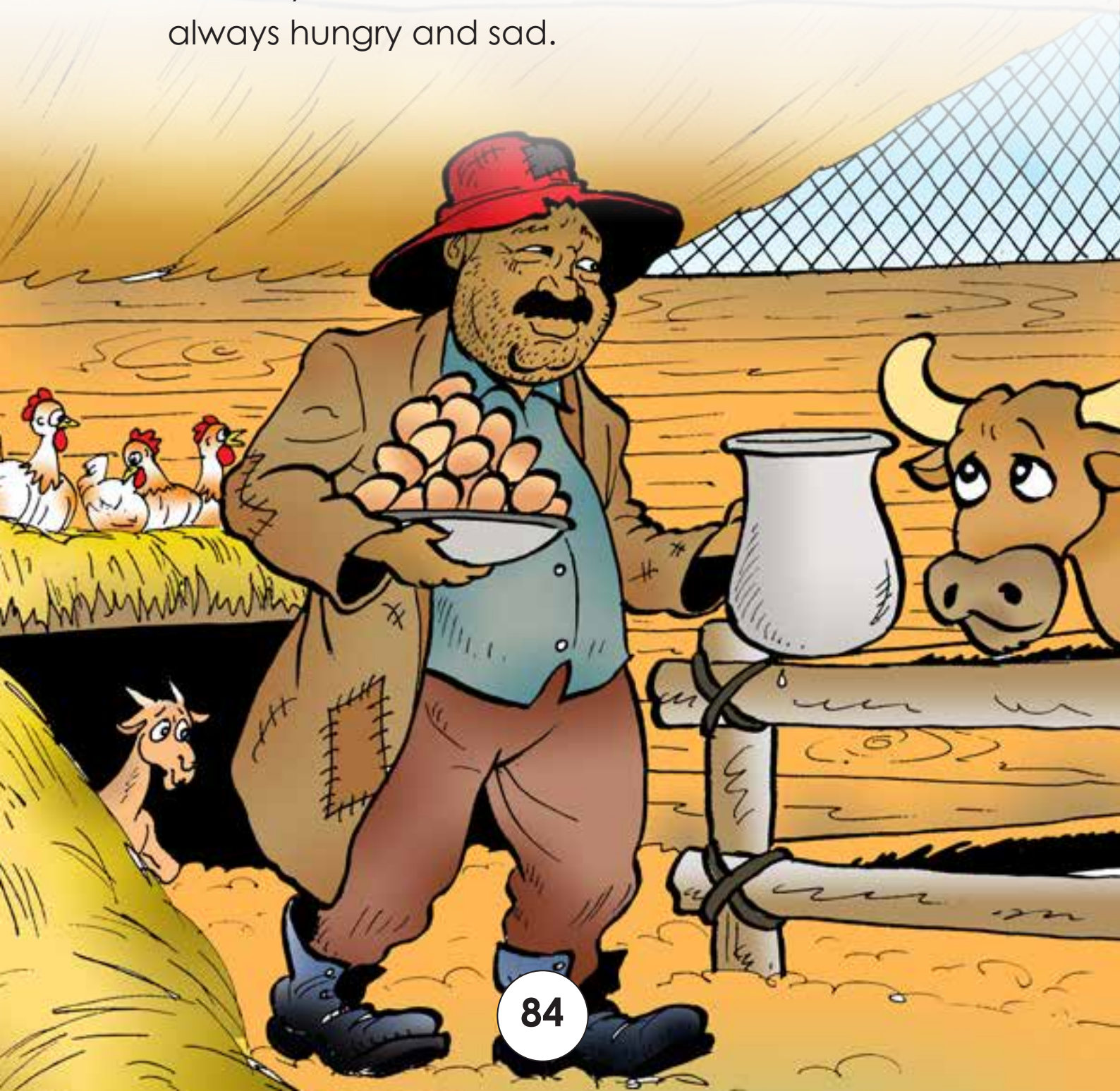


1. What is the teacher's name?
2. Who comes to school in the story?
3. What does Sam like?
4. When does Teacher Clark read a story?
5. How does Sam behave at the end of the story?

Farmer Jordan



Farmer Jordan has forty animals on his farm.
He drinks all the cows' milk.
He eats all the hens' eggs.
He pulls the goats' **horns**.
He forces the horses to work all day.
Farmer Jordan is very mean.
The forty animals on Farmer Jordan's farm are
always hungry and sad.



Farmer Jordan is also a **lazy** farmer.
He does not fix the barn where the animals sleep.
The barn door is broken and there is a hole in the
roof. Every time there is a storm, the animals get
wet and shiver with cold.



One day, the animals get together for a meeting. The hens cluck angrily, "We are **starving**," they say, "We need **worms** to eat!" "We are hungry too," **grunt** the pigs, "We need more **corn**." "We never get any rest," complain the horses. "Our **horns** are sore," **grumble** the goats. "We are always cold," bleat the sheep.



"I have a plan," suggests the dog.

"The farm next door has a lot of food. Let's run away," he says. The animals like the dog's plan. They agree to run away. Later that night, as Farmer Jordan lies snoring in bed, a horse kicks open the broken **barn** door.

The animals **escape** quietly.



In the morning, Farmer Jordan wakes up and puts on his coat. His coat is **torn**. He is too **lazy** to mend his clothes. Next, Farmer Jordan goes to the **barn** to get milk and eggs for breakfast but the **barn** is empty. The forty animals have **disappeared**.





Farmer Jordan is **worried**.

Did a **robber** steal his animals?

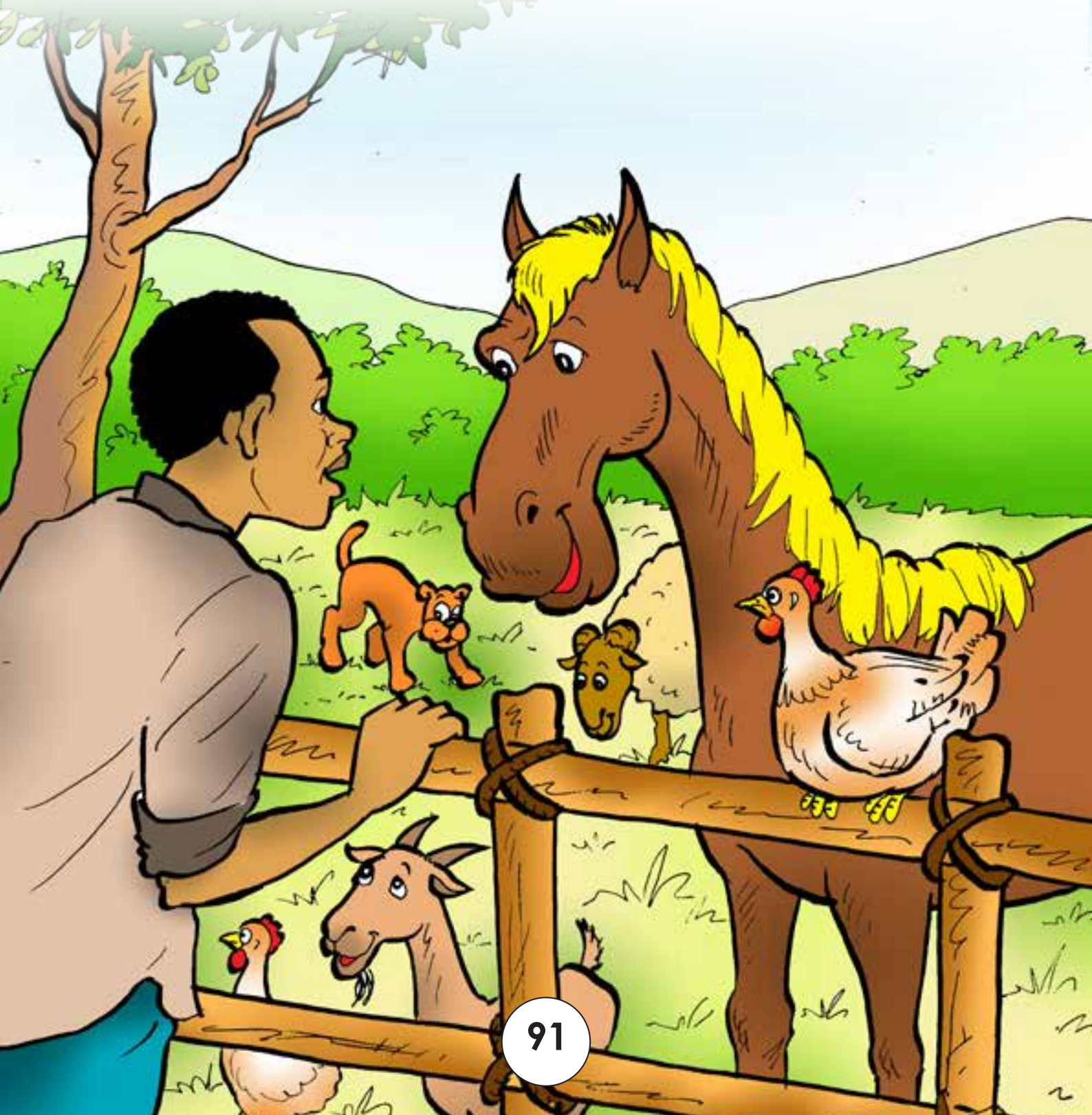
Now, he is sorry he didn't fix the **barn** door.

Farmer Jordan tells his son George about the missing animals.

Unlike his father, George is a kind boy.
He decides to warn their neighbours about the **robber**. He also needs to **borrow** a tractor to fix the broken **barn** door and roof.



When George goes to the **neighbour's** farm, he gets a big surprise. All the animals are there. They are safe and happy. The animals like George. They tell him why they ran away. George promises to make changes at the farm, if the animals agree to come back.



Back at the farm, George fixes the **barn roof**.

He gets warm blankets for the sheep.

He brings **corn** for the pigs.

He gets **worms** for the hens.

He buys a tractor so the horses don't have to work so hard.



The animals at Farmer Jordan's farm are very happy. The hens now lay more eggs. The cows now give more milk. The pigs, goats and sheep are warm and fat. The horses get a day off to play sports. The dog takes a nap on the **porch** every day. Farmer Jordan is happier too. He has **plenty** to eat and drink. He even has a new coat.



Glossary

Barn: A large farm building used for storing grain, hay, or straw or for housing livestock.

Starving (verb to starve): To suffer because you do not have enough food to eat.

Corn: Any plant that is grown for its grain, such as wheat; the grain of these plants.

Horns: A hard pointed part that grows on the heads of some animals, such as goats and cows.

Torn: Damage by being pulled apart or into pieces or by being cut on something sharp.

Robber: A person who steals from a person or place.

Borrow: To take and use something that belongs to somebody else, and return it to them at a later time.

Neighbour: A person who lives next to you or near you.

Worm: A long thin creature with no bones or legs, that lives in soil.

Porch: A small area at the entrance to a building, such as a house or a church, that is covered by a roof and often has walls.

Grunt: To make a short low sound in the throat especially by pigs.

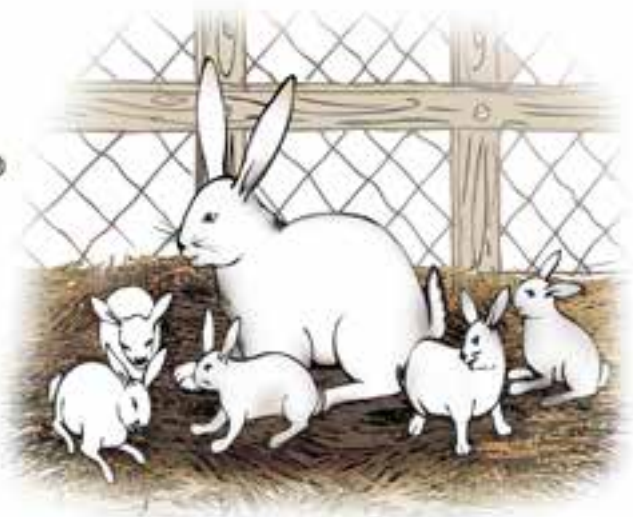
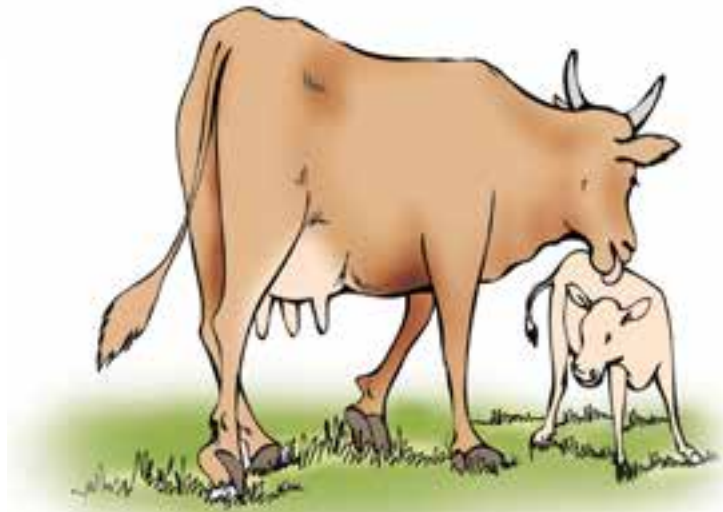
Escape: To get away from a place where you have been kept as a prisoner or not allowed to leave.

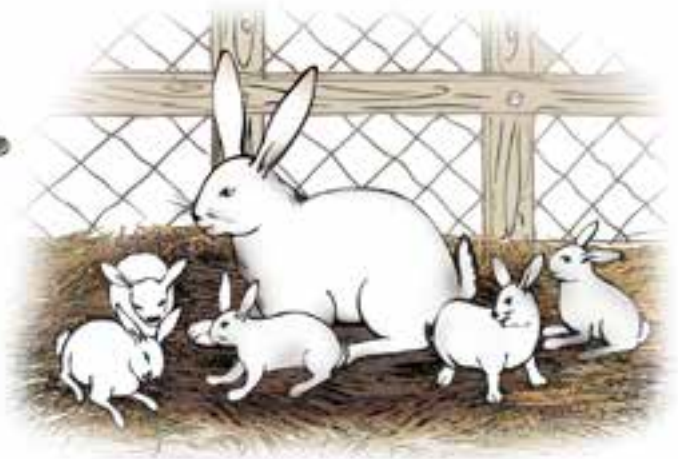
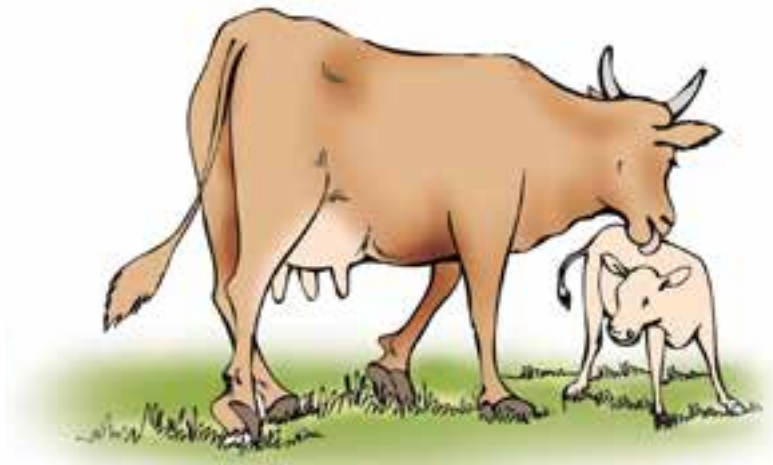
Comprehension Questions



1. Who is the farmer in the story?
2. Why were the animals unhappy?
3. What do they decide to do?
4. What is the name of the farmer's son?
5. How does the story end?

Animals in Our Community





Introduction

There are many animals in our community.

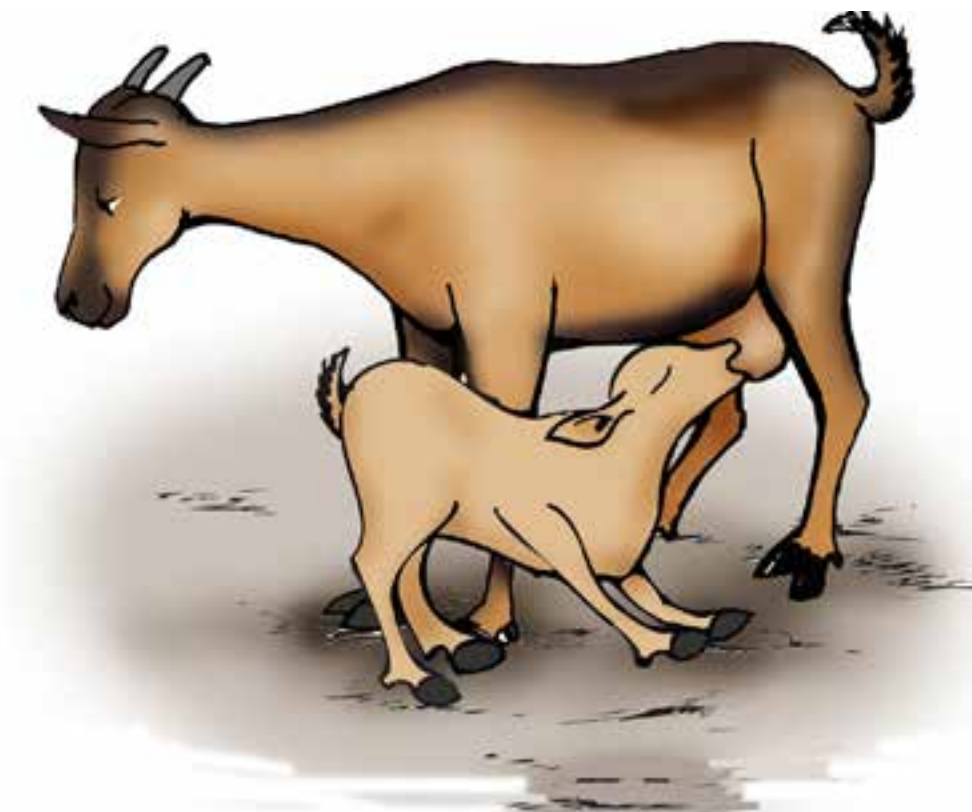
Some animals live near our homes.

Some animals live on farms.

Farms are important because they provide food for people to eat.

In this story, you will **learn** about the hen, the cow, the goat, the rabbit, the pig, the cat and the dog.

These animals are **domestic** animals.



The Hen

Hens are birds.

A hen has a beak, two legs and two wings.

Hens eat worms, insects and plants.

They **peck** at their food with their sharp beaks.

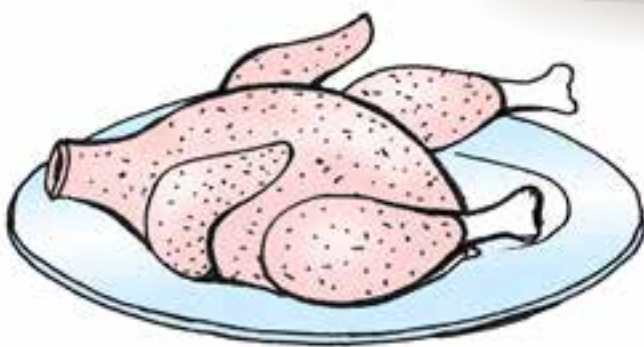
We get meat and eggs from hens.

The hen sits on her eggs to keep them warm.

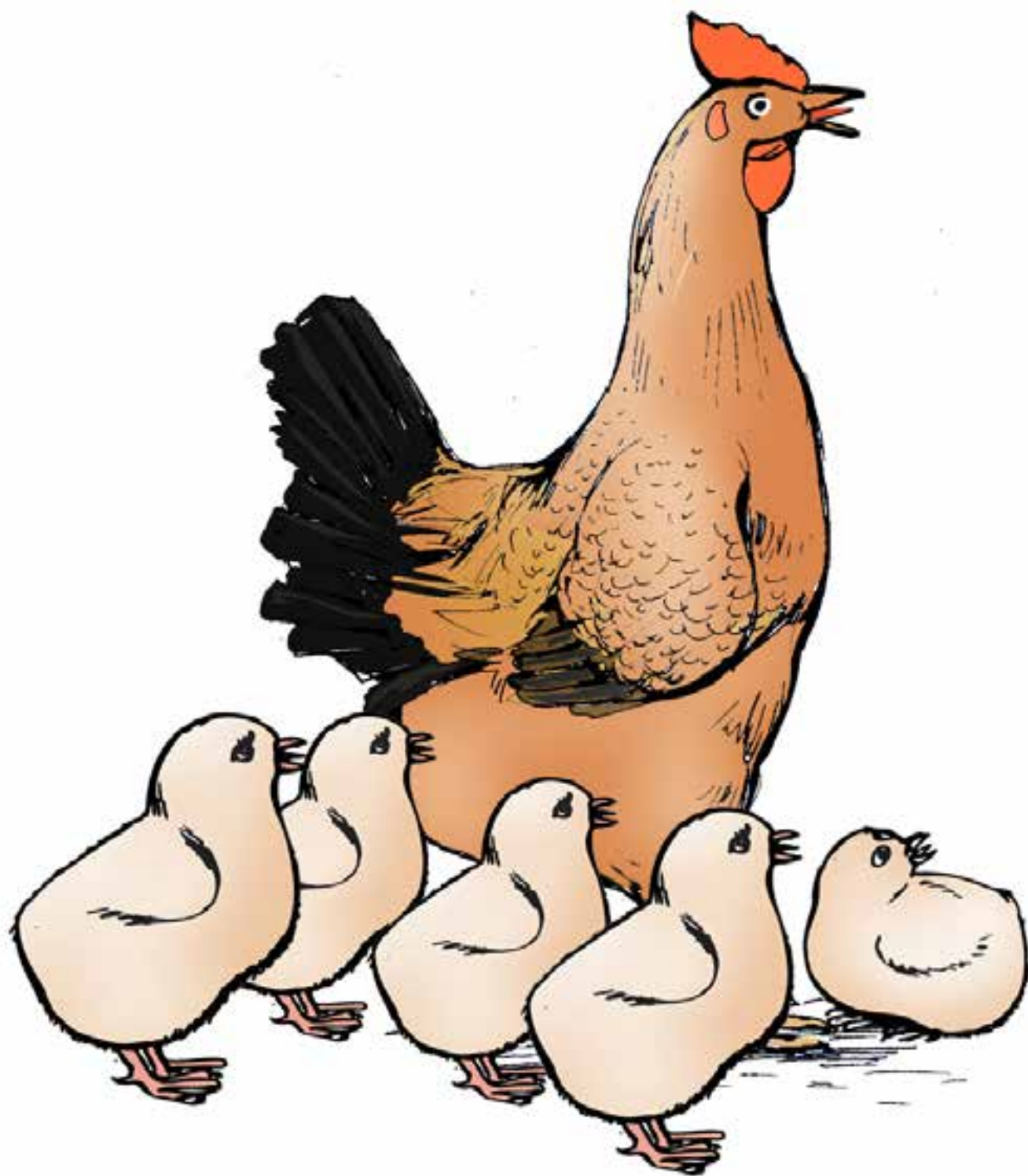
Hens cluck. A hen says *cluck, cluck*.

A young hen is called a chick.

When the eggs are ready, the baby chicks **hatch**.



The Hen



The Cow

Cows eat grass and drink water.

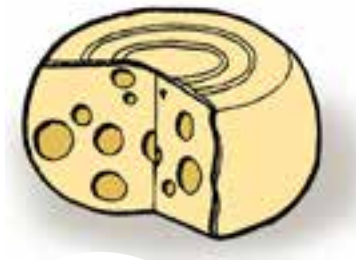
We get meat and milk from cows.

We can make **cheese**, **cream**, **butter** and **yoghurt** from milk.

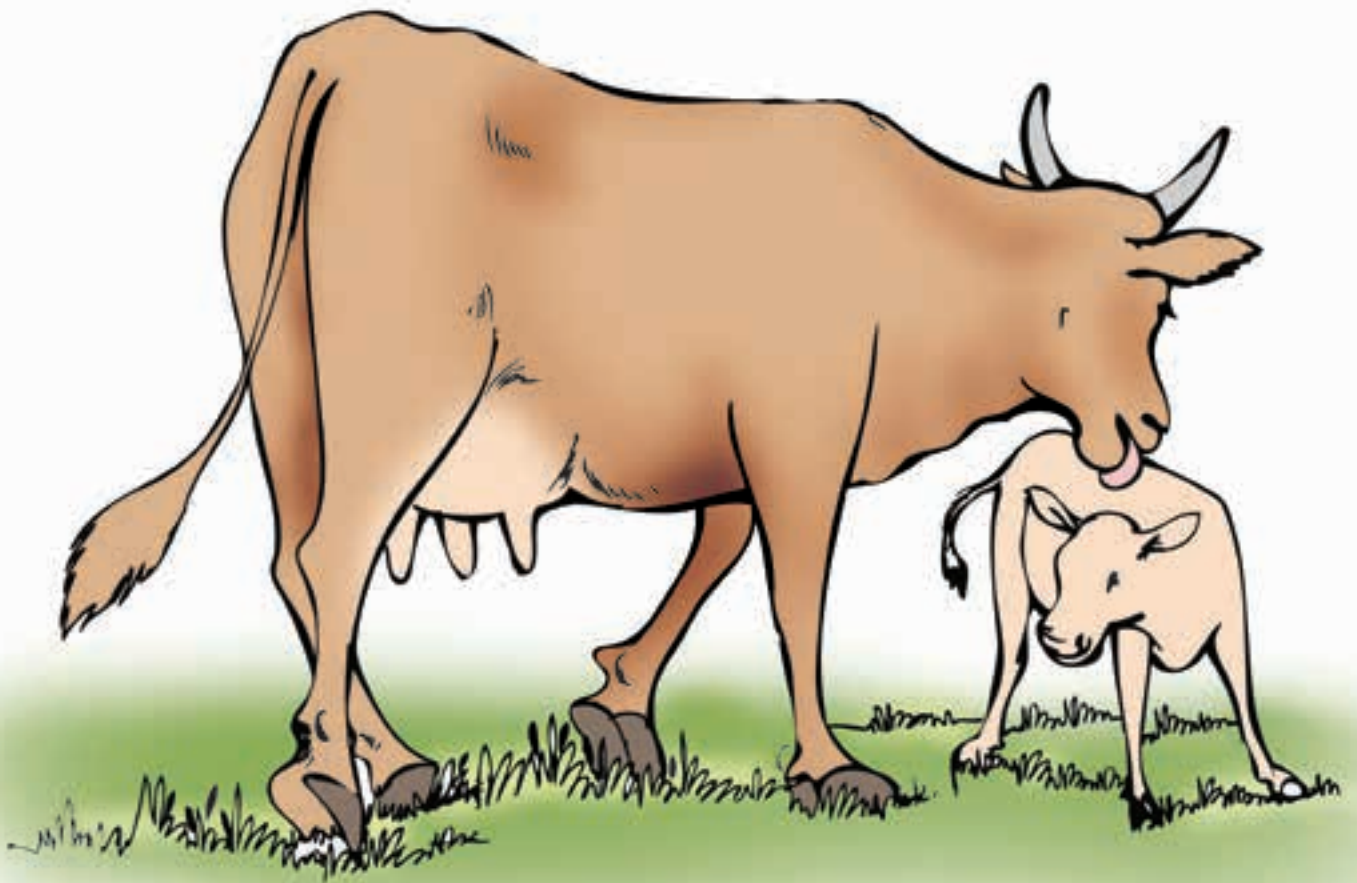
Cow meat is called beef.

A young cow is called a calf.

Cows moo. A cow says *moo, moo*.



The Cow



The Goat

Goats give us food to eat.

A lot of people like to drink goat milk.

Goat milk makes goat **cheese**.

People like to eat goat meat too.

Goats like to eat long grass, leaves and flowers.

Goats are strong and quick.

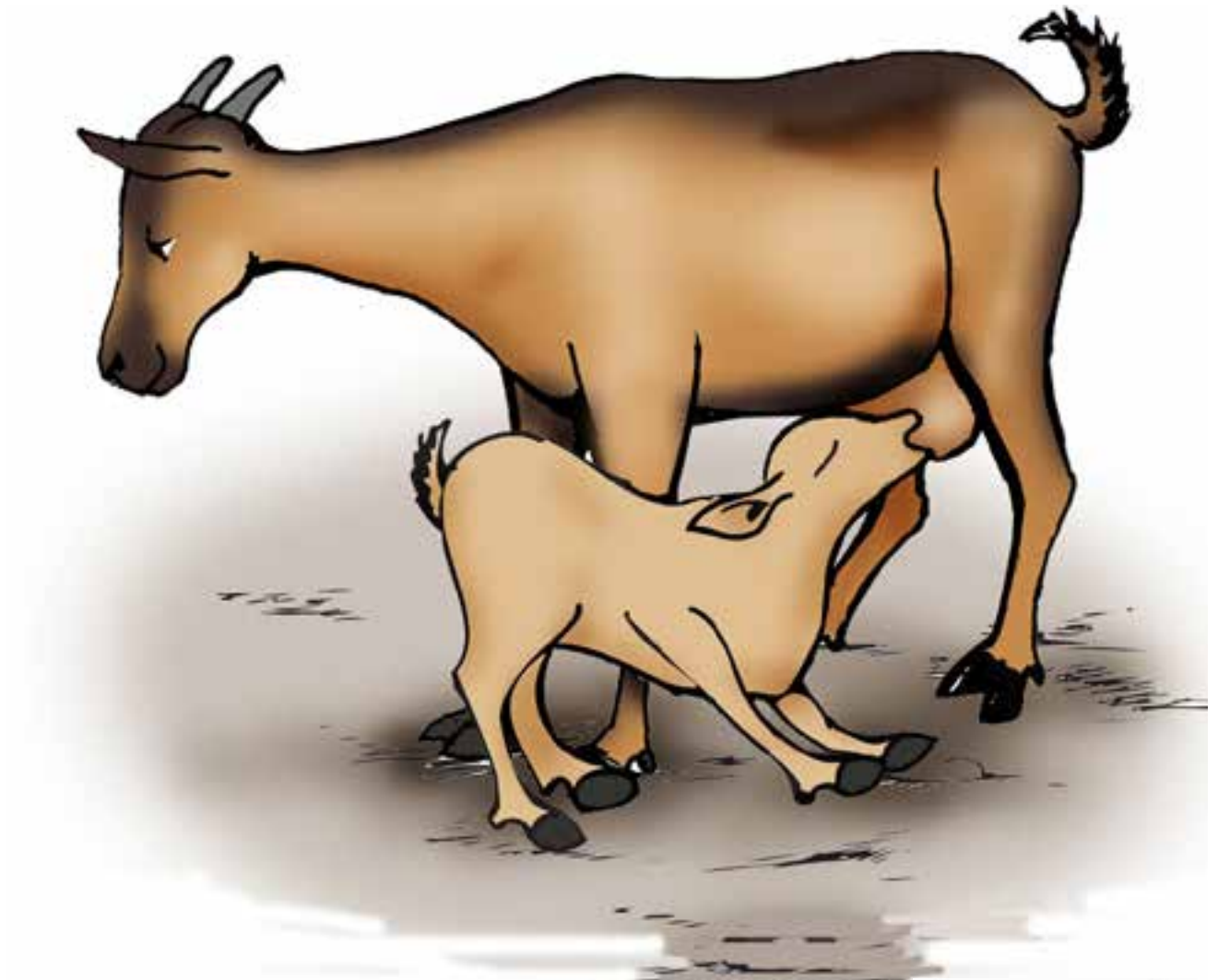
Goats like to climb and jump.

Goats **bleat**. Goats say, *Meh, meh*.

A young goat is called a kid.



The Goat



The Rabbit

A rabbit has very long ears.

Rabbits have a soft coat of **fur**.

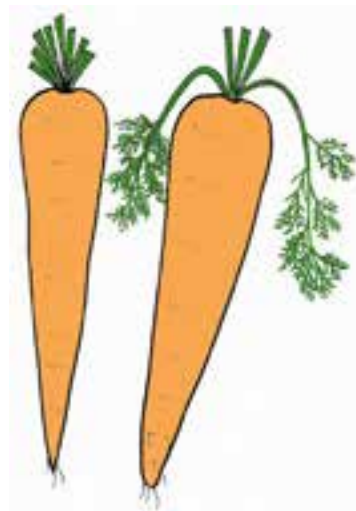
Rabbits like to run, jump and play.

Rabbits only eat plants.

Rabbits can have a lot of babies.

A young rabbit is called a bunny.

People like to eat rabbit meat.



The Rabbit



The Pig

Pigs give us food.

Pigs can have a lot of babies.

A young pig is called a piglet.

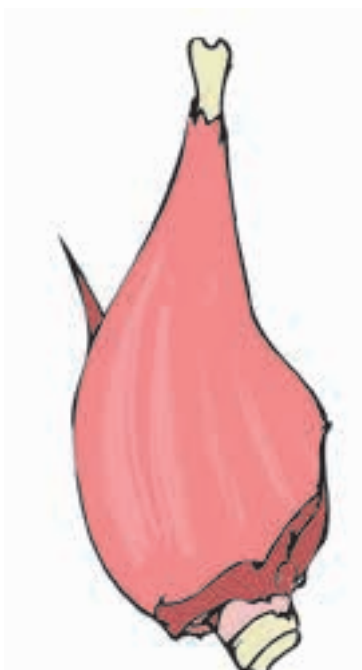
Pigs can run very fast.

A pig's nose is called a **snout**.

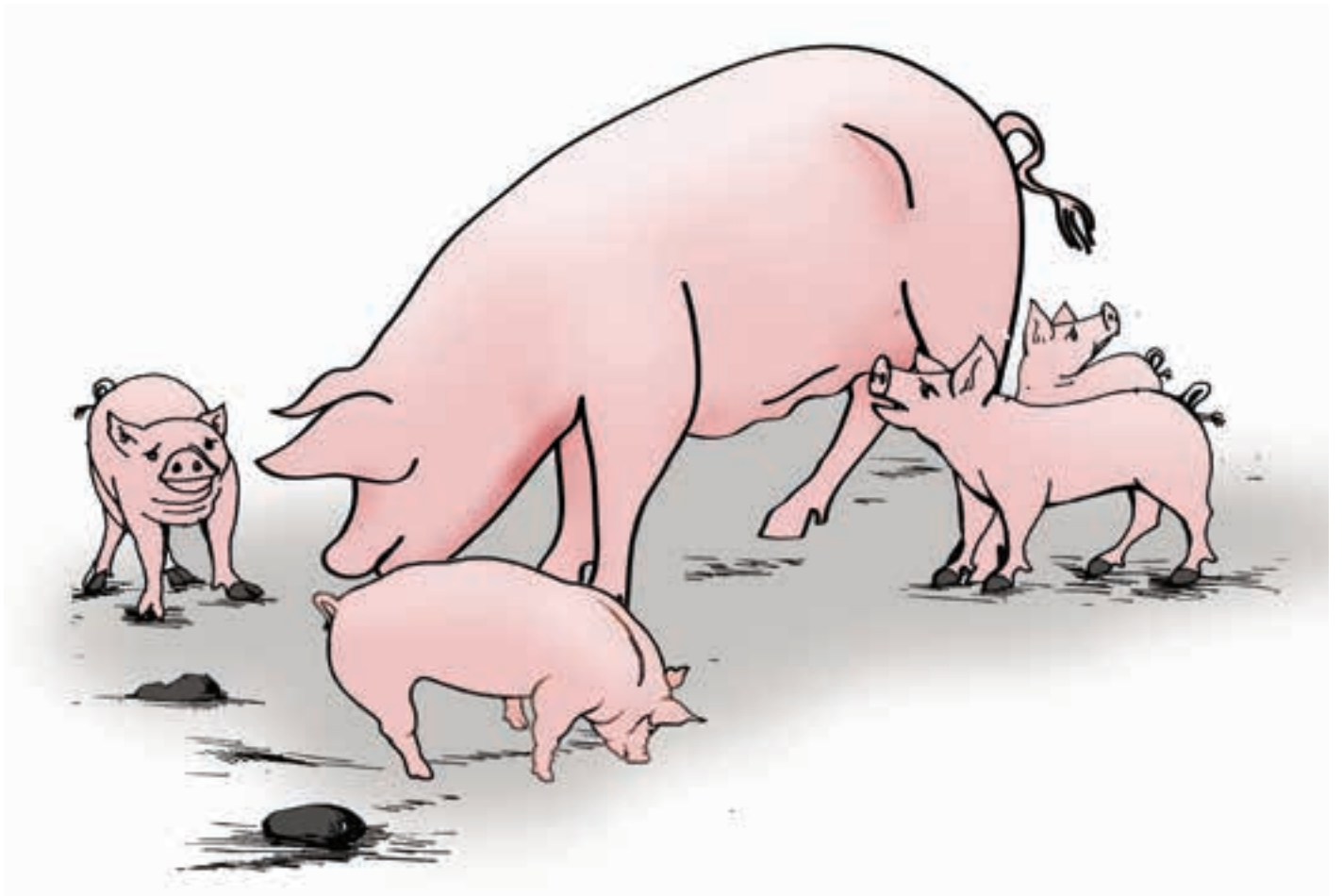
Their tails are short and curly.

Bacon, pork and ham come from pigs.

Pigs **snort**. Pigs say, *Oink, oink*.



The Pig



The Cat

A cat has four legs and a long tail.

A cat has a soft coat made of **fur**.

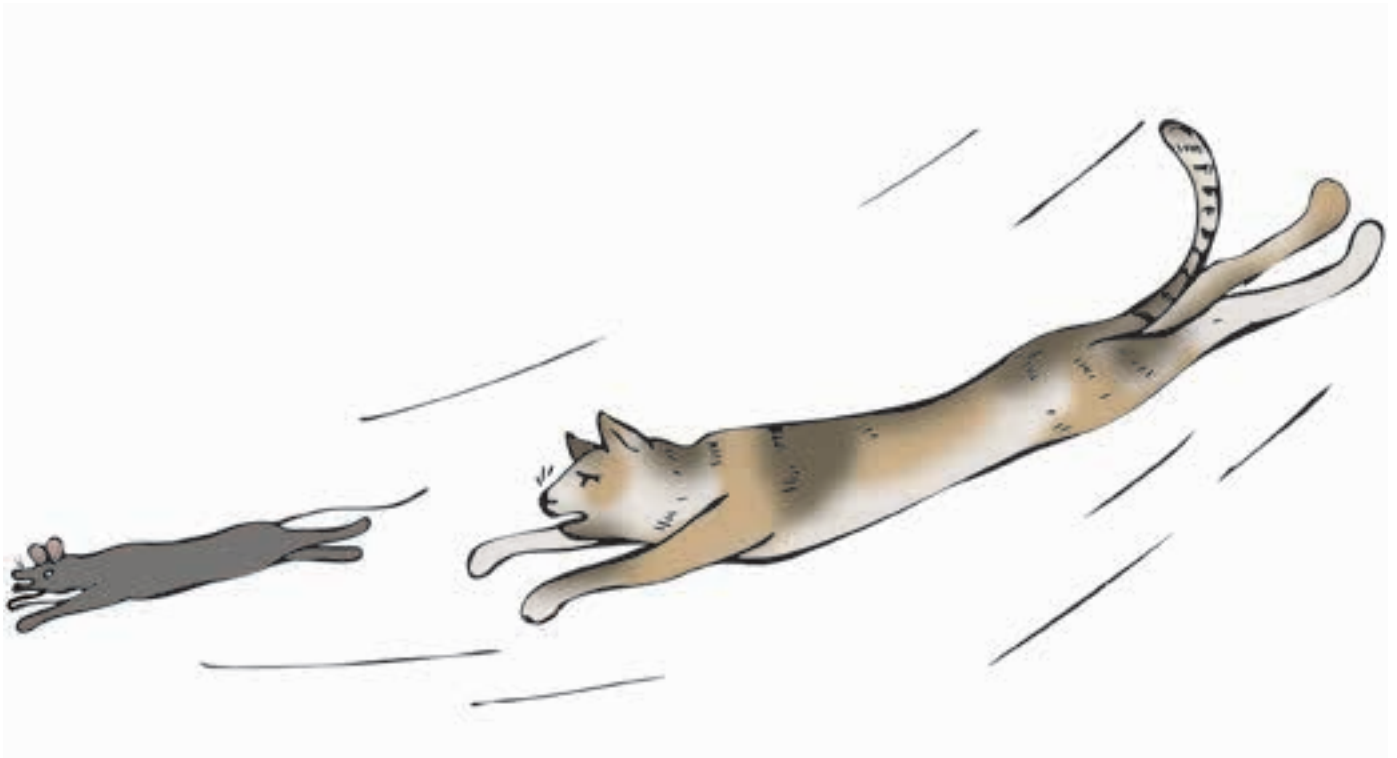
Cats live on farms and in homes.

Cats chase mice and rats.

Cats like to eat meat and drink milk.

A young cat is called a kitten.

A cat purrs and says *miaow*.



The Cat



The Dog

Dogs protect our homes.

Dogs eat meat, bones and food.

A young dog is called a puppy.

Dogs bark. It sounds like *woof, woof*.



The Dog



Glossary

Peck: To move the beak forward quickly and hit or bite something.

Hatch: To come out of an egg.

Cheese: A type of food made from milk that can be either soft or hard and is usually white or yellow in colour.

Cream: The thick, pale, yellowish-white, fatty liquid that rises to the top of milk, used in cooking or as a type of sauce to put on fruit, etc.

Butter: A soft, yellow food made from cream, used in cooking and for spreading on bread.

Bleat: To make the sound that sheep and goats make.

Fur: The soft thick mass of hair that grows on the body of some animals.

Snout: The long nose and area around the mouth of some types of animal, such as a pig.

Snort: To make a loud sound by breathing air out noisily through your nose, especially to show that you are angry or amused.

Curly: Having a lot of curls or a curved shape.

Pork: Meat from a pig that has not been cured.

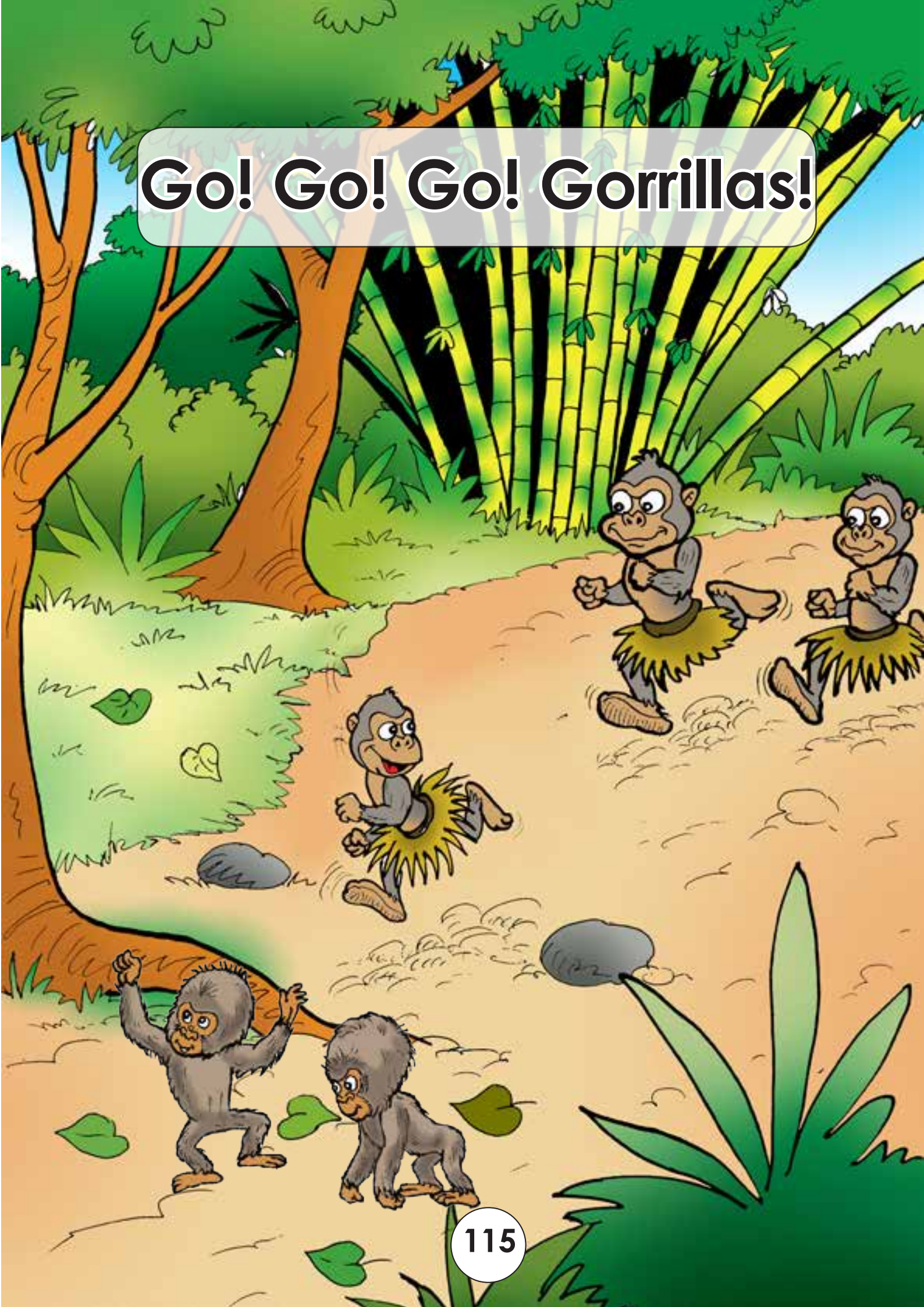
Comprehension Questions



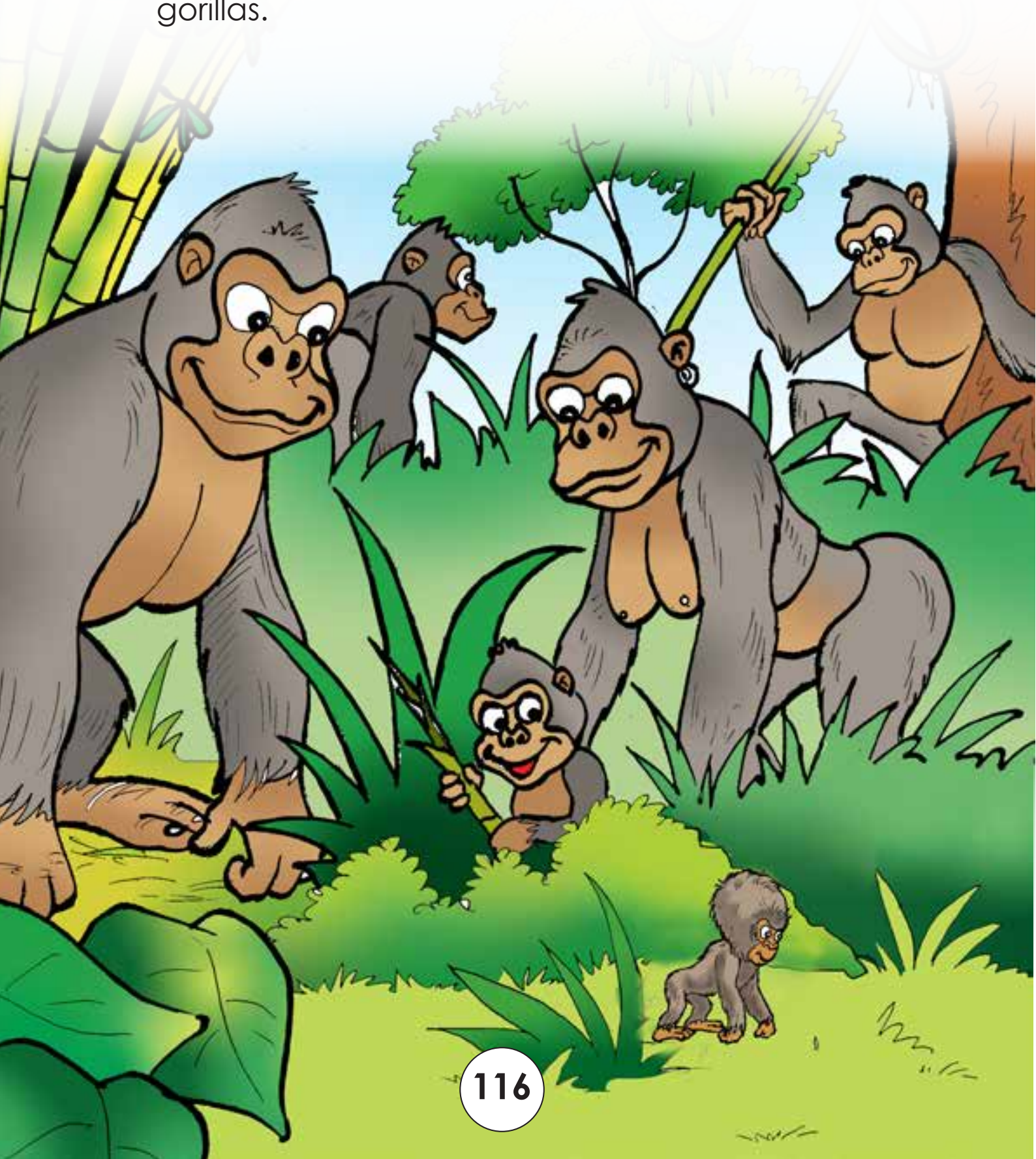
1. Name the animals in the story.
2. What do we call a young pig?
3. What do cows eat?
4. What do hens produce?
5. What do we call a young cow?

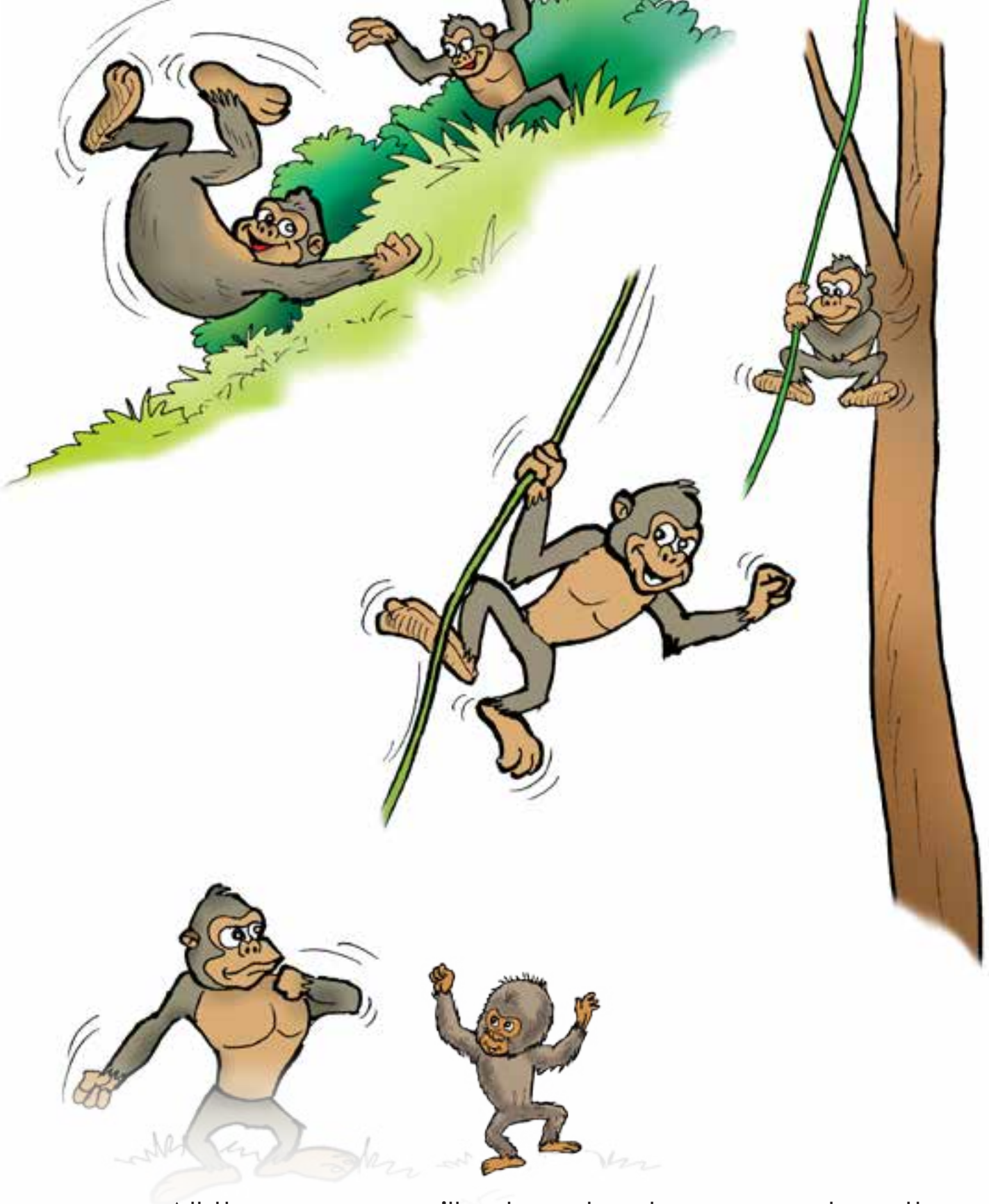
Term 2

Go! Go! Go! Gorrillas!



High up in the hills, deep in the green forests of Rwanda, there lives a **young** gorilla called Baby Gorilla. He lives with Mother Gorilla, Father Gorilla, his older sister Gabi Gorilla and many other **young** gorillas.





All the **young** gorillas love to play games together. They like to roll head over heels down hills. The young gorillas like to climb trees and swing by their arms and legs. The young gorillas like to **shout** loudly and **thump** their chests.

One day, all the young gorillas decide to run a race. Baby Gorilla wants to win the race to show the other **young** gorillas that he is big and strong just like them.

All day he **exercises** with his big sister Gabi.

“**Touch** your back,” says Gabi and Baby **touches** his back.

“**Touch** your stomach,” says Gabi and Baby **touches** his stomach.

“**Touch** your knees and your toes,” says Gabi Gorilla, and Baby Gorilla **touches** his knees and his toes.

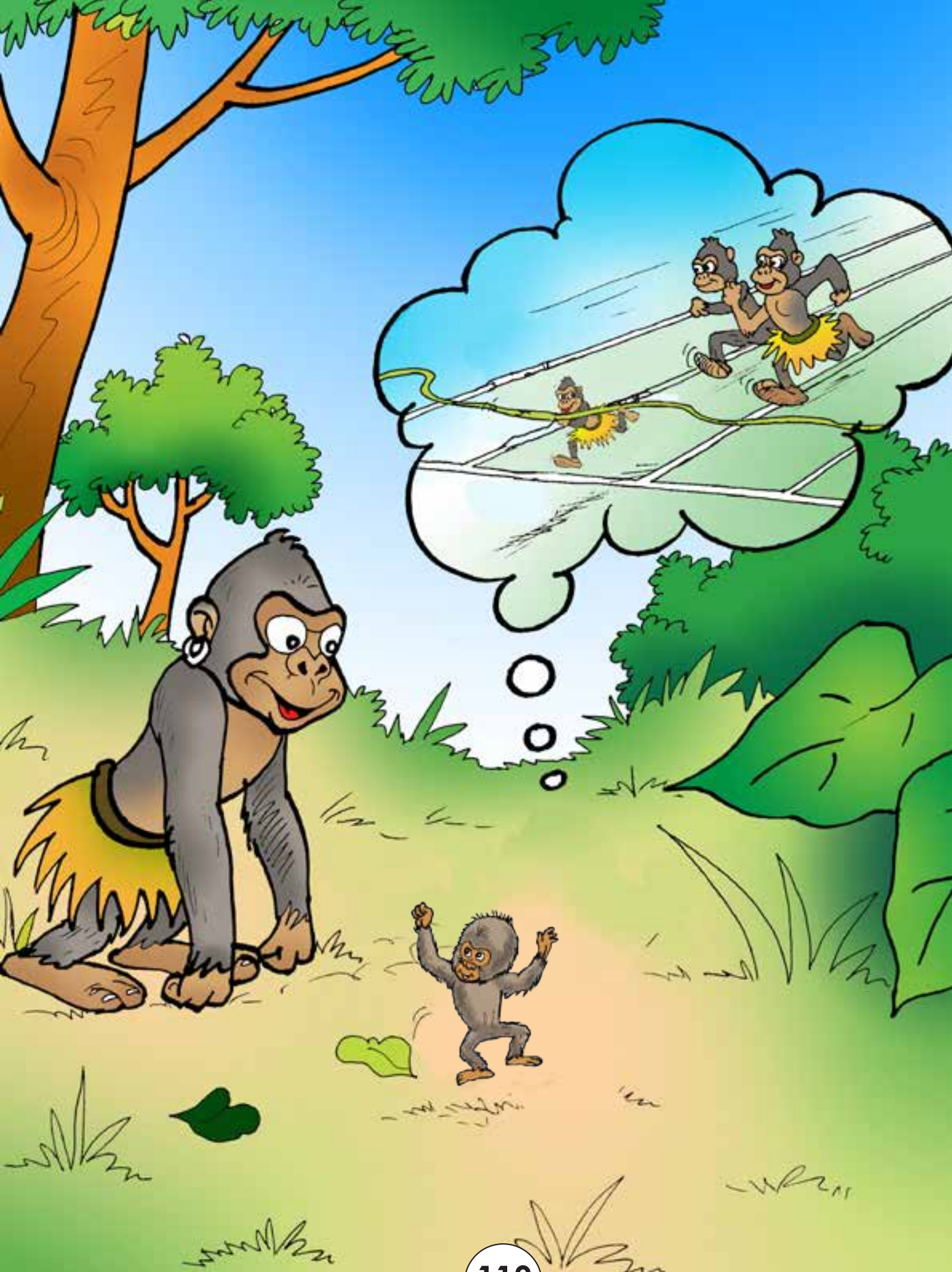
“**Touch** your head and your ankles,” says Gabi, and Baby Gorilla **touches** his head and his ankles.

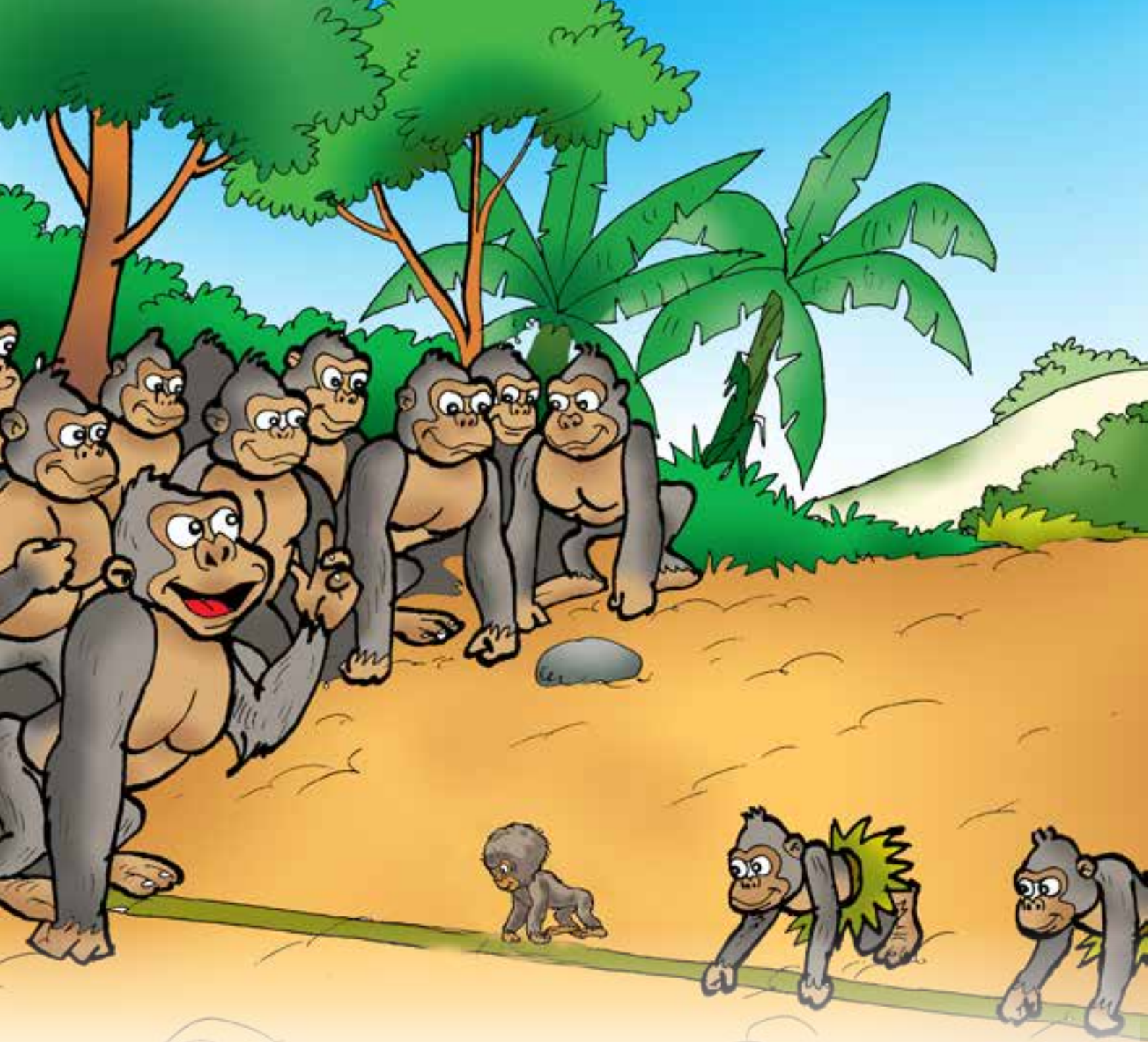
“**Stretch** your arms and your legs,” she says, and he **stretches** his arms and his legs wide.

“Jump!” she says, and Baby jumps.

“Run!” says Gabi, and Baby runs.

Baby Gorilla likes doing **exercises**. It is fun.



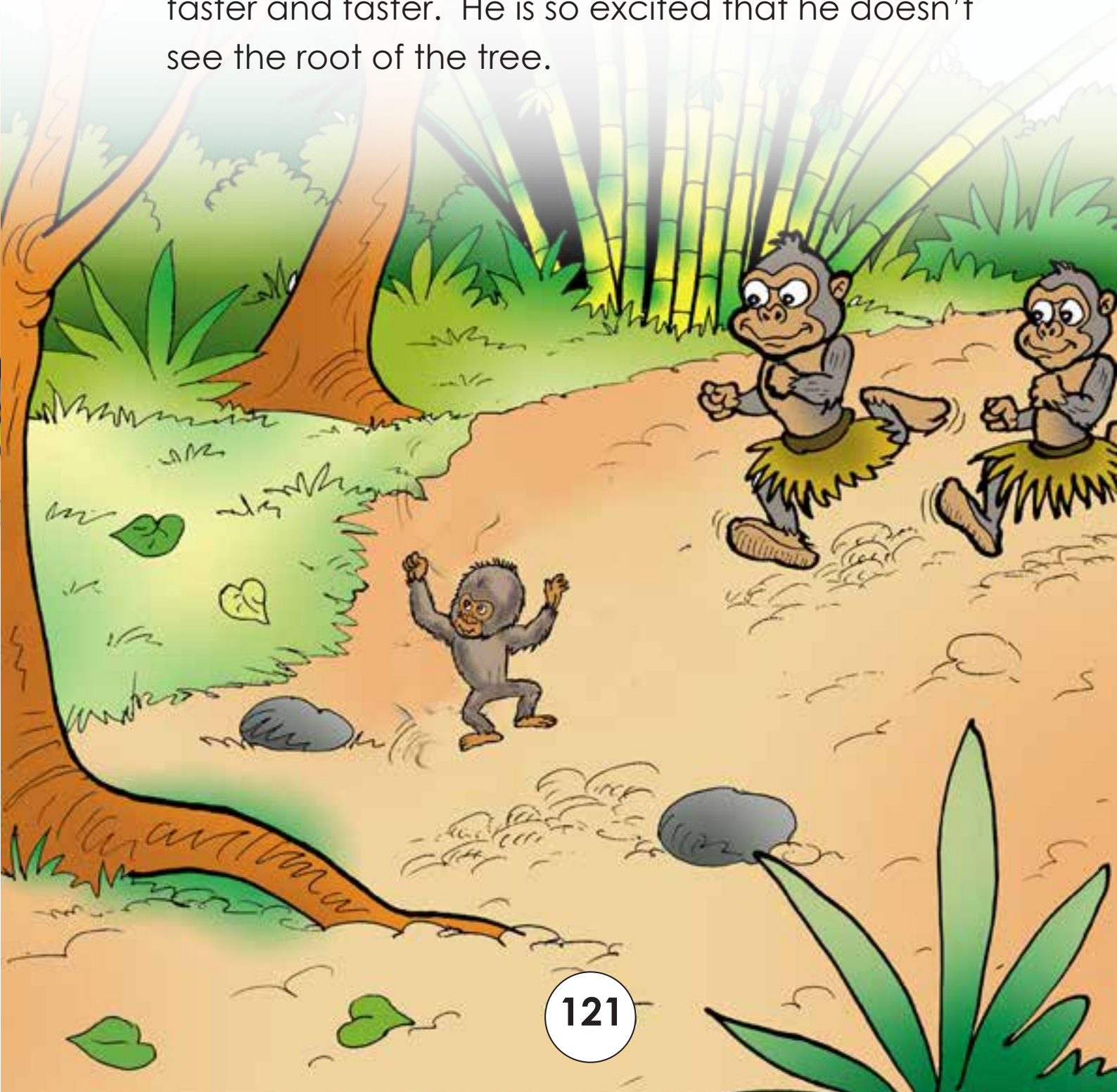


In the evening, all the **young** gorillas gather for the race. They **stretch** their arms and their legs. They stand in a long line and wait for the race to begin. A crowd of gorillas are watching. Father Gorilla **shouts**, "Ready... Get set... Go!" and all the **young** gorillas start running.

Baby Gorilla is running very fast. All the gorillas are cheering and **shouting**, "Go! Go! Go! Gorillas!"

Baby Gorilla keeps running.

The crowd cheer and **shout louder**, "Go! Go! Go! Gorillas!" Baby Gorilla wants to run faster and faster. The gorillas keep **shouting** "Go! Go! Go! Gorillas!" Baby Gorilla's little legs go faster and faster and faster. He is so excited that he doesn't see the root of the tree.



Baby trips and falls...

down,

down,

down he falls.

Down, down, thump!

Baby Gorilla hits the **ground**.

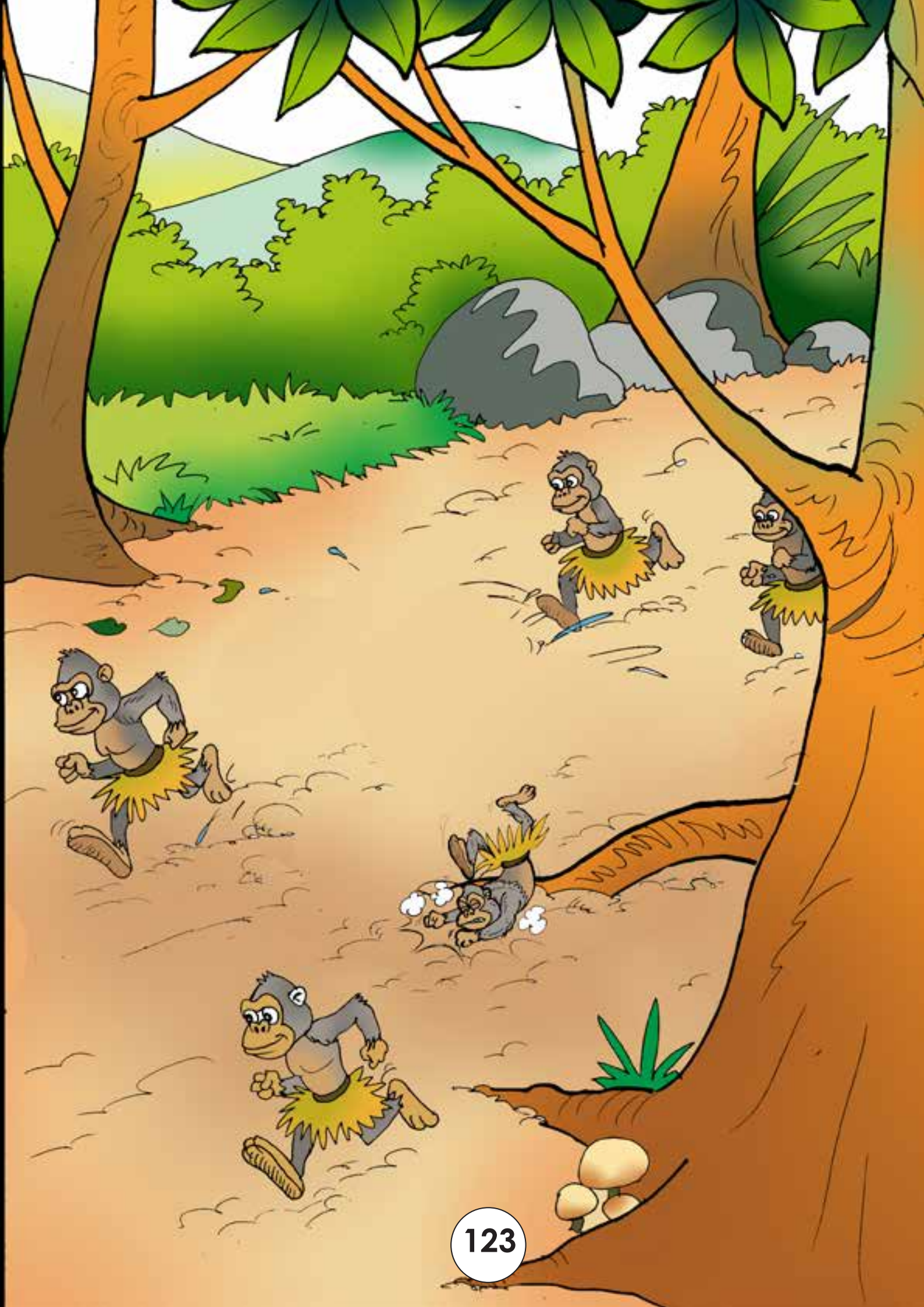
"Ouch!

Ouch!

Ouch!" he cries.

The other gorillas run past him.

Baby Gorilla starts to cry. Big tears roll down his little face.



Baby walks to the pool of water and looks at himself in the clear water.

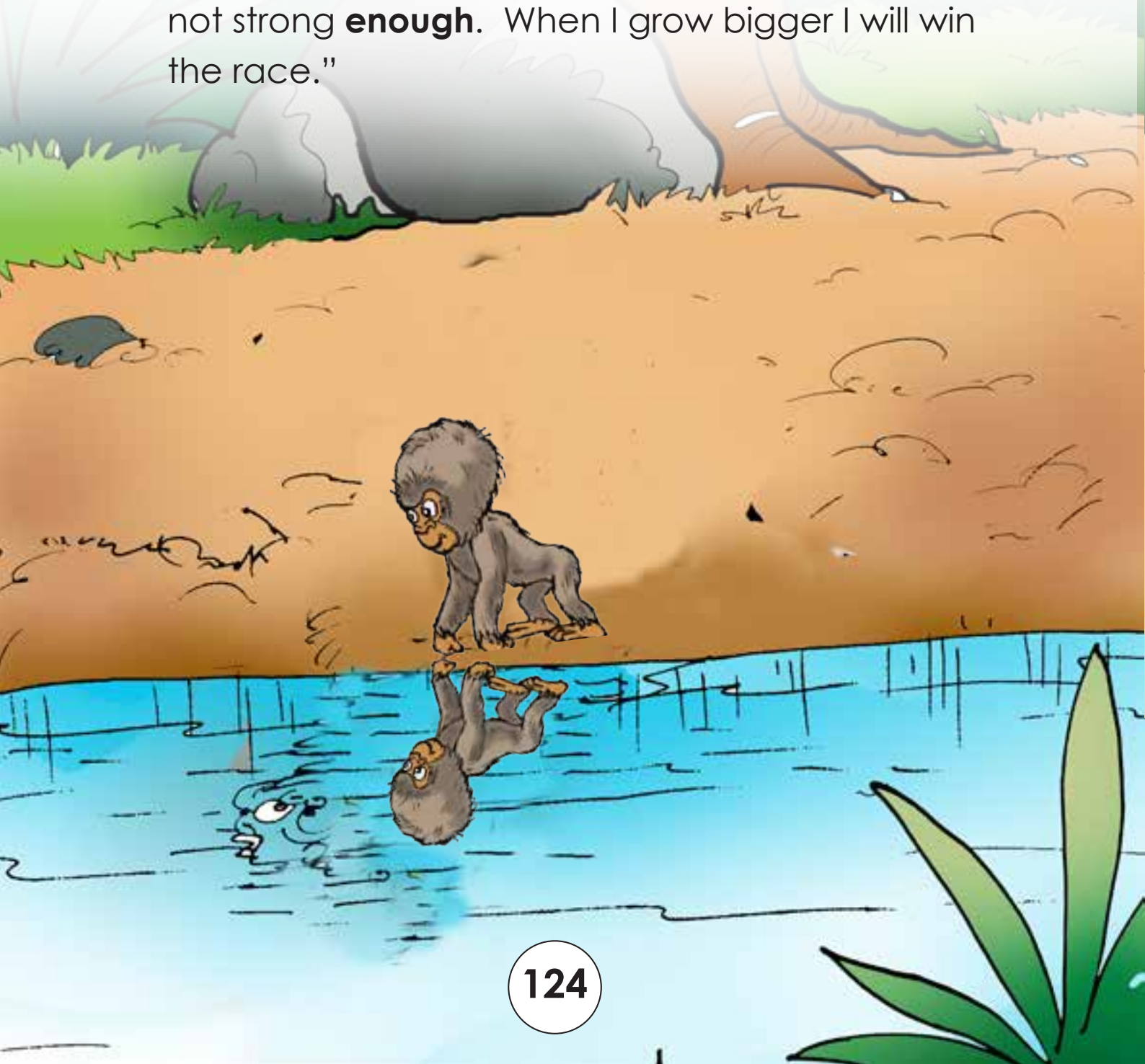
He looks at his little face.

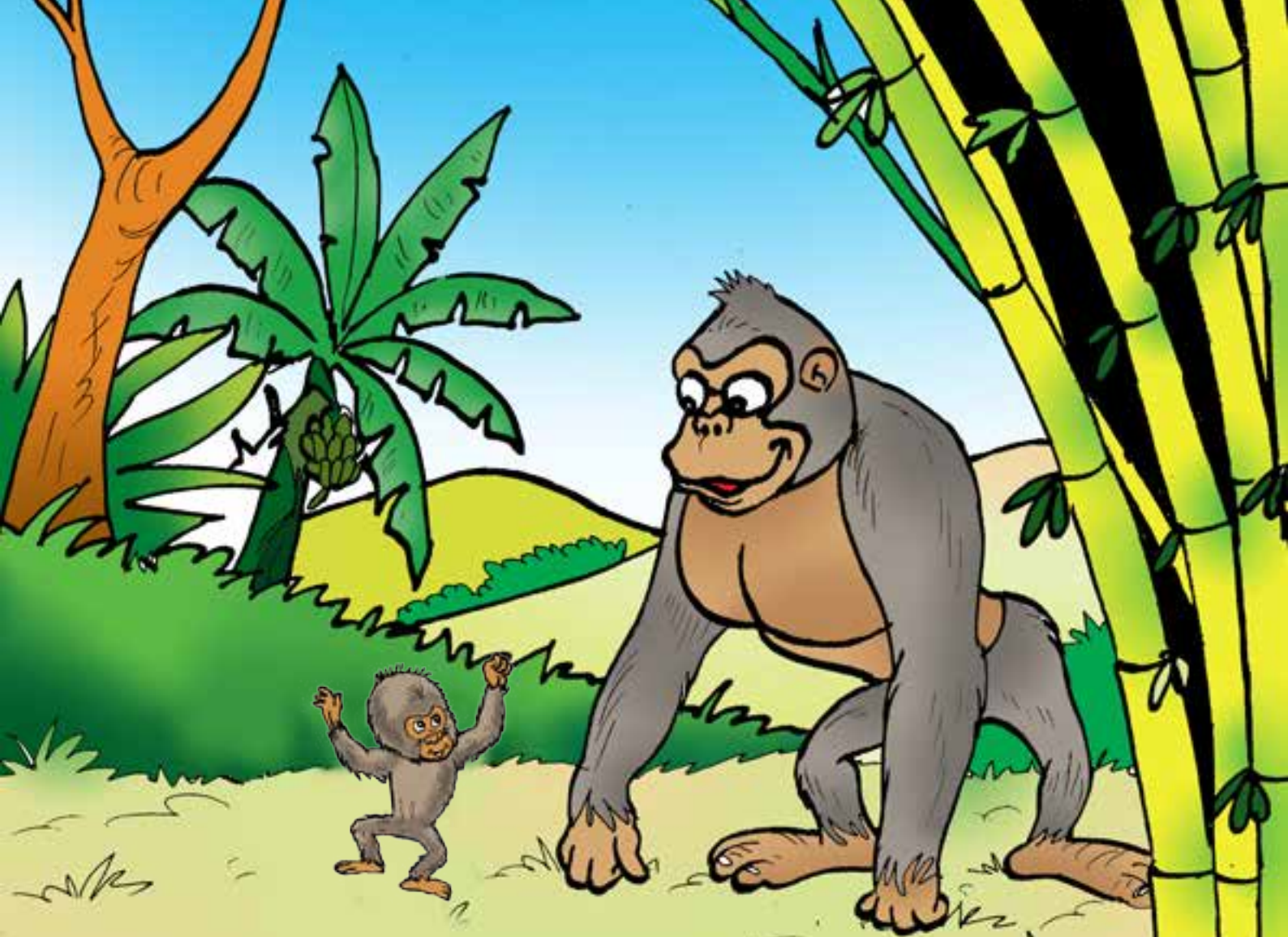
He looks at his little arms.

He looks at his small chest.

He looks at his tiny, short legs.

He smiles and says "Hmmm... I know why I can't win the race today," I'm small and my legs are not strong **enough**. When I grow bigger I will win the race."





"That's right, Baby!" says Father as he walks over to him, "You are growing. Every year, you will grow bigger and bigger. One day, you will be a big Gorilla, but you need to exercise to be strong."

"Every morning and every evening," says Baby Gorilla, "I will go into the forest. I will touch my head and toes, I will bend my elbows and knees. I will **stretch** my arms, I will stretch my legs. I will run from one end of the forest to the other. Soon, I will be the biggest and strongest gorilla in Rwanda."

Glossary

Young: Being in the first or early stage of life or growth.

Shout: To call or cry out loudly.

Thump: To blow or knock that makes a heavy, dull sound.

Exercises (verb to exercise): Activities that improves the health of the body or mind.

Loud: Relatively great in volume.

Touch: To put one's hand or fingers on in order to feel.

Stretch: To reach out or extend.

Ground: The solid surface of the earth.

Enough: As much, or as many as needed or required.

Comprehension Questions



1. Who is in the story?
2. What does baby Gorilla want to do?
3. How does his sister help him to get ready?
4. What happens during the race?
5. Why doesn't Baby Gorilla win the race?

John's Sticky Day



John is excited, today is Friday. Friday is John's favourite day at school. John jumps out of bed, grabs his school bag and runs out the door.

"Stop!" says John's grandfather, "Where are you going?" "I'm going to school," says John.

"Oh no, you are not," says grandfather, "You need to eat and wash before you go to school."

"But I am clean!" says John with a big **frown**.

"**Now, now**, don't **frown**," says grandfather, "We wash ourselves every day to clean away germs and dirt." "It is important to keep your body clean," says grandfather.



Grandfather pours a basin of warm water and gives John a bar of soap. "Oooh!" **howls** John, "Not soap and water! I don't like washing."

Grandfather smiles and waits for John to begin washing. John washes his hands and his face.

He washes his neck, behind his ears and his body.

After, grandfather hands John a big soft blue **towel** and John dries himself. Grandfather gives John a **toothbrush** and **toothpaste**. John **brushes** his teeth. Grandfather gives John a comb. John **combs** his hair. "Now," says grandfather, "You are nice and clean. You can go to school." John runs to school quickly.





Today, the children are using brown and yellow banana leaves and glue. Teacher Mutesi shows the children **how** to make **glue** using water and starch. She makes the **glue** in a big pot. The glue is very, very **sticky**.

The children cut shapes from the banana leaves and **stick** them to the paper using the brown **glue**. When they are finished, Teacher Mutesi sticks their pictures to the classroom wall. The children are proud of their beautiful work.



Suddenly, the bell rings and the school day is over. The children line up and leave the classroom. "Stop!" Says Teacher Mutesi, "Remember, you need to wash your hands with **soap** and water." "Uugh!" says John, "No more **soap** and water for me." He runs away. John has **glue** on his hands and his face. John has **glue** on his arms and his legs. John has **glue** on his clothes and on his hair. John is covered in brown, **sticky glue** from head to toe.



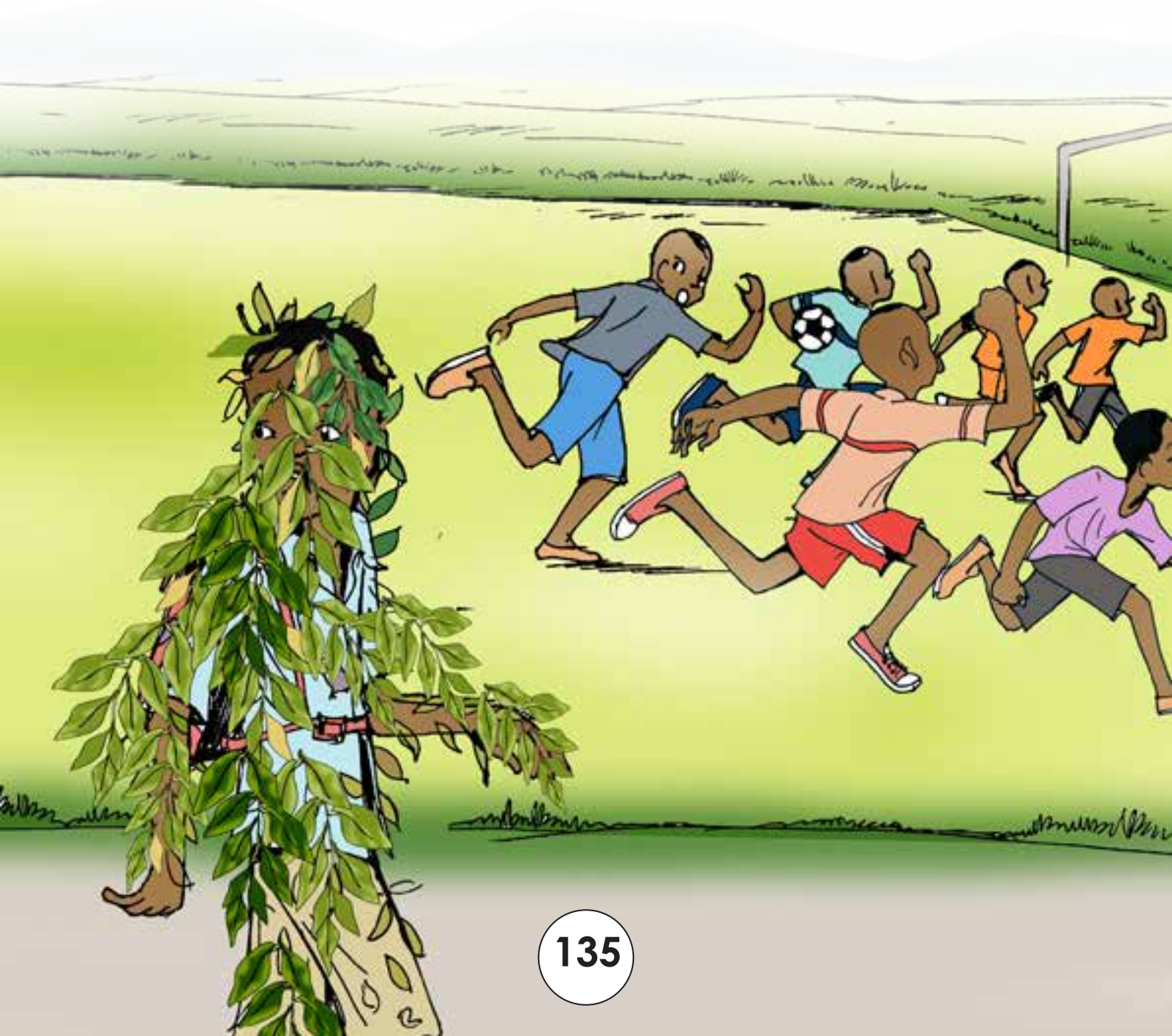
On the way home, the wind begins to **blow**. The wind blows dust and leaves up in the air. It **blows twigs** and sticks from the bushes. It **blows** small pieces of paper up in the air. "Ow! Ow! Ow!" says John as dirt and dust blow into his eyes. John covers his eyes to protect them from the dust. The leaves stick to John's face. Pieces of paper stick to John's legs. Sticks and **twigs** stick to John's hair. More and more leaves, **twigs** and pieces of paper stick to his body. After a while, the wind stops blowing. John looks very dirty and very scary.



John begins to walk home, he does not know that he looks scary. He meets some children on the road playing football. "Hello," says John, "Can I play football?" The children stop playing football and they begin to run away.

"Help! Help!" they cry, "There is a strange animal coming! It talks and it is going to eat us!"

John thinks there is a strange animal from the forest chasing them, he runs as fast as he can.



The children run faster. John runs faster.

“Wait, wait for me!” he cries.

The children scream louder and run faster. They keep running and running and running until they reach the town.



All the people in the town come out to see why the children are running and screaming.

“Help, help! There is a strange animal coming,” they cry, “It talks, and it is going to eat us.”

The people look and see a dirty child running after the children.

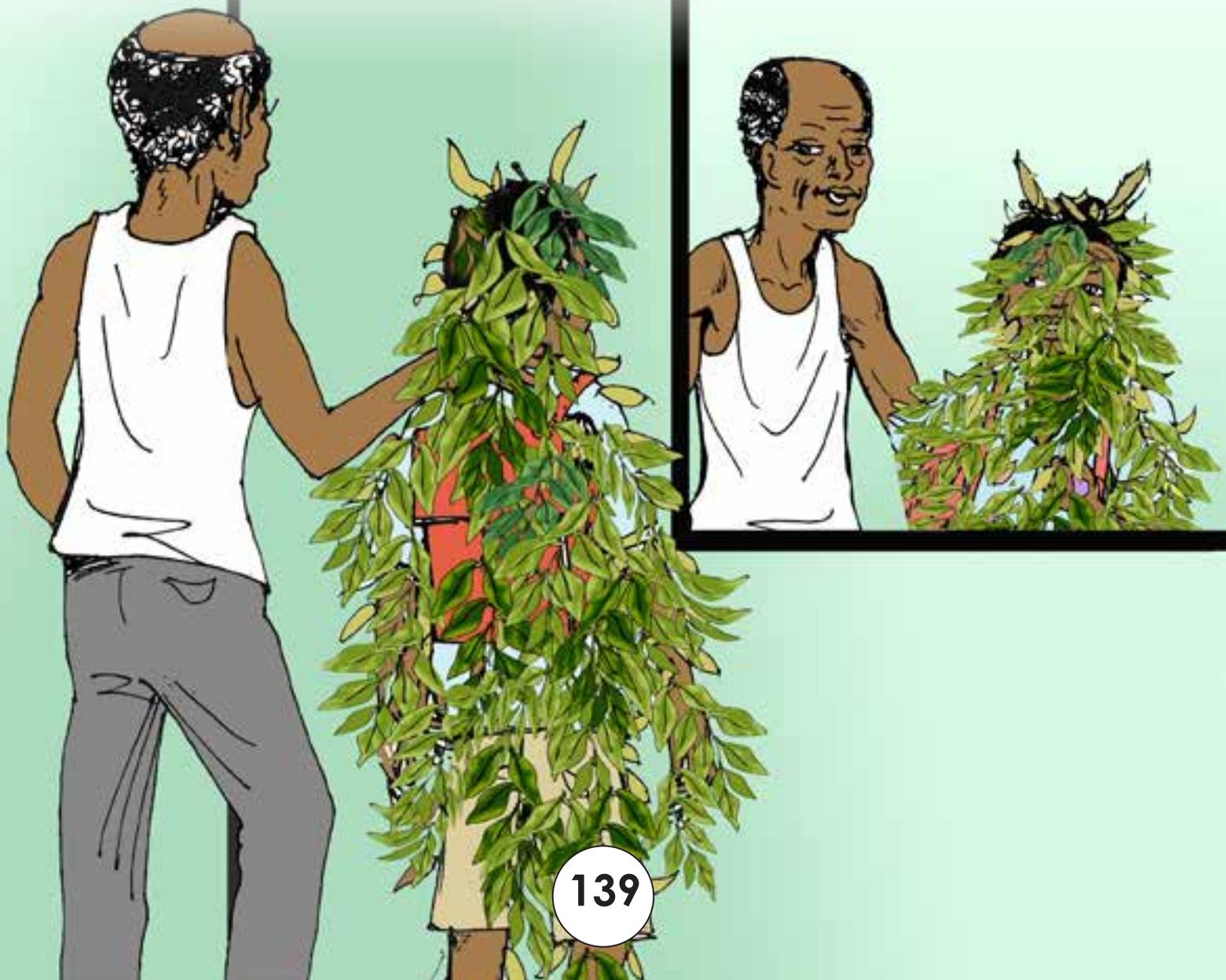


Grandfather sees the child's eyes. He knows it is John. "Stop!" grandfather shouts. The children stop running. "Don't be afraid," he says, "This is not an animal, this is a boy who doesn't like **soap** and water," explains grandfather.



He walks John to the hair salon and John looks at himself in the **mirror**. “Uugh,” says John, “I need a lot of **soap** and water.” John pours a basin of water and takes a bar of **soap**. He washes his face and his neck.

He washes behind his ears. He washes his hands and his body. He washes his body from head to toe. Finally, John is nice and clean. He never complains about **soap** and water again.



Glossary

Frown: To wrinkle the forehead to show, anger, unhappiness or confusion.

Sticky: Able to attach to something when touched or to give the feeling of this ability.

Howl: A prolonged cry of distress or anguish; a wail.

Towel: A cloth used for wiping, especially one used for drying anything wet, as a person after a bath.

Comb: A toothed implement for grooming the hair.

Glue: A thick, sticky liquid used to join things together.

Blow: To move along or be carried by the wind.

Twigs: Any small, leafless branches of a woody plant.

Mirror: A smooth surface that reflects an image of whatever is in front of it. A mirror is usually made of glass with a coat of shiny metal on the back.

Soap: A substance used to wash your body or things such as dishes or clothes.

Comprehension questions



1. Who is John?
2. What does grandfather make John do?
3. What happens to John on the way home?
4. Why were the children afraid of John?
5. Where does grandfather take John at the end of the story?

Joy's Hair



Joy loves to play. She loves to play in the **soil**.

She loves to climb trees. She loves to **roll** down hills.

Joy plays football with boys and girls. Every day, Joy comes home tired, happy and dirty from playing.

Every day, Mum **boils** water. She stands at the front door and shouts at the top of her **voice**, "Joy, it's bath time," but Joy doesn't come, she continues to play.

"Joy, let me comb your hair," sighs Mum, but Joy, continues to play.



Every day, Joy gets very dirty. Branches and leaves stick to her hair until her hair looks like a big bush. One day, she is sitting under a tree playing, when a bird sees her hair and says excitedly, "Wow! What a nice place to build my nest," The bird builds a nest in Joy's dusty, dirty hair. Joy doesn't **notice** because she is playing.



Then, a spider sees Joy's hair and says excitedly, "Wow! what a nice place for me to build my web," the spider builds a web in Joy's hair.



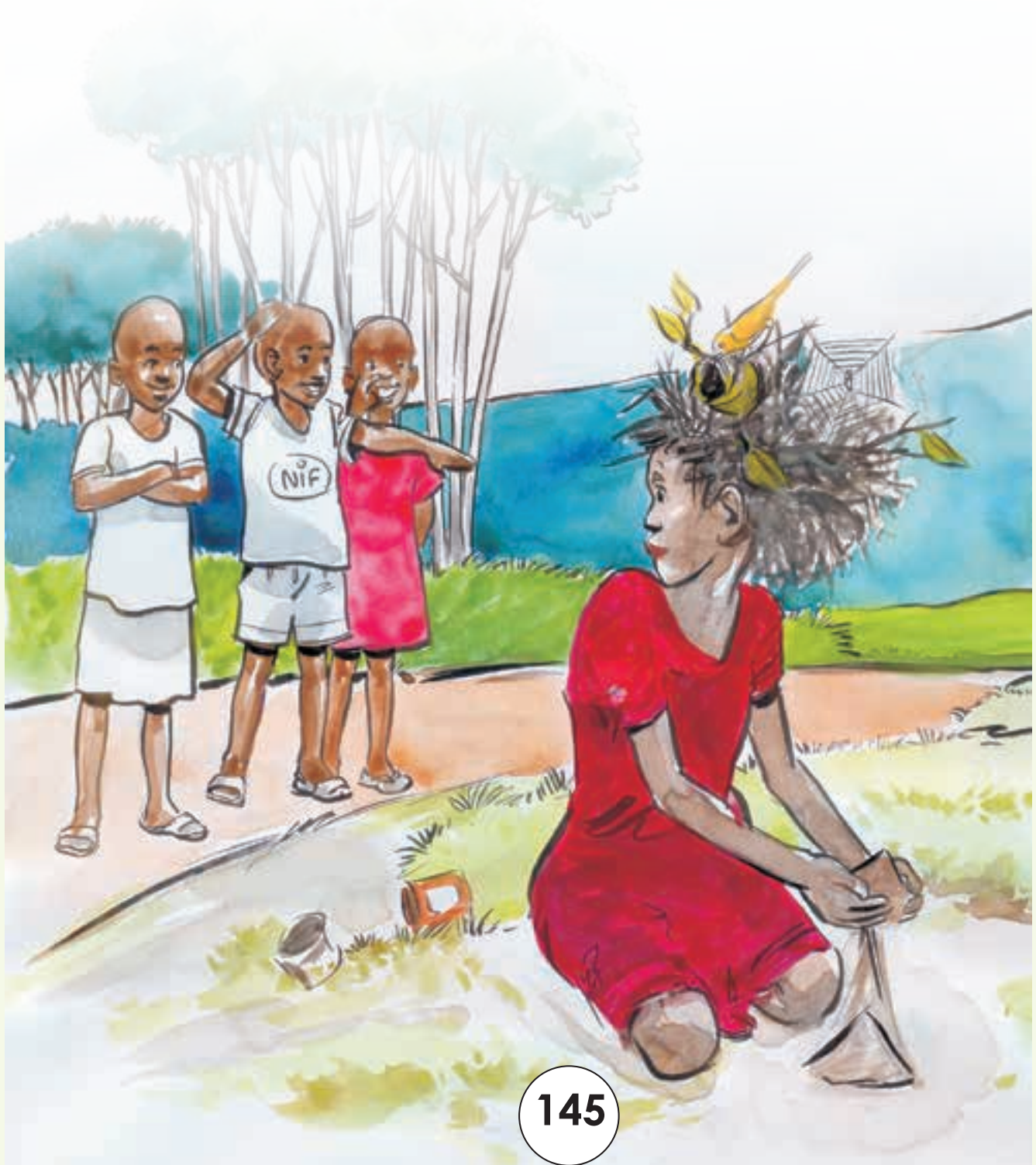
When the children see Joy has a nest and a **web** in her hair, they are afraid and refuse to play with her. They sing a song about her:

“Joy, Joy, have you seen your hair?

Birds build their nests there.

Joy, Joy, have you seen your head?

It is where spiders make their bed.



Go and wash, go and comb.

There is soap and water at home."

Joy is sad. She begins to cry as she walks home.



“Mother, Mother, other children don’t want to play with me. They **tease** me all the time, but why?” Her mother brings a **mirror** and says, “My dear, see why your friends **tease** you?” “Oh no!” shouts Joy, “Who is that?” she says pointing at herself in the **mirror**. Her mother says, “That is you, that is Joy.” Joy is **shocked**.



Joy cries and says, “I don’t want birds and spiders to live in my hair, I have to **remove** the nest and web.” “Mother, can you cut my hair please?” she asks. Joy’s mother cuts her hair. She cuts and cuts the whole day. Night comes and she is still cutting. Then, Joy asks her mother for soap and water and she washes her body. She **scrubs** and **scrubs** until her skin is clean.



When she looks in the **mirror**, she sees a clean girl. The next day, Joy goes to play with her friends who **rejoice** at seeing her clean and happy. From that time on, she never refused to **bathe** again.



Glossary

Soil: The upper most layer of the earth's surface.

Bathe: The act of soaking or cleansing the body in water.

Boil: To change from a liquid to a gas by heating.

Voice: The sound produced by the vocal organs of a vertebrate, especially a human.

Avoid: To keep from happening.

Notice: The act of noting or observing.

Web: A structure made or spun by spiders.

Tease: To make fun of; mock playfully.

Shocked (verb to shock): To strike with great surprise and emotional disturbance.

Remove: To transfer or convey from one place to another.

Scrub: To rub hard in order to clean.

Rejoice: To be full of great pleasure.

Comprehension Questions



1. Who is in the story?
2. Where does Joy like to play?
3. What happens to Joy's hair?
4. Why do Joy's friends refuse to play with her?
5. What happens at the end of the story?

Double Trouble



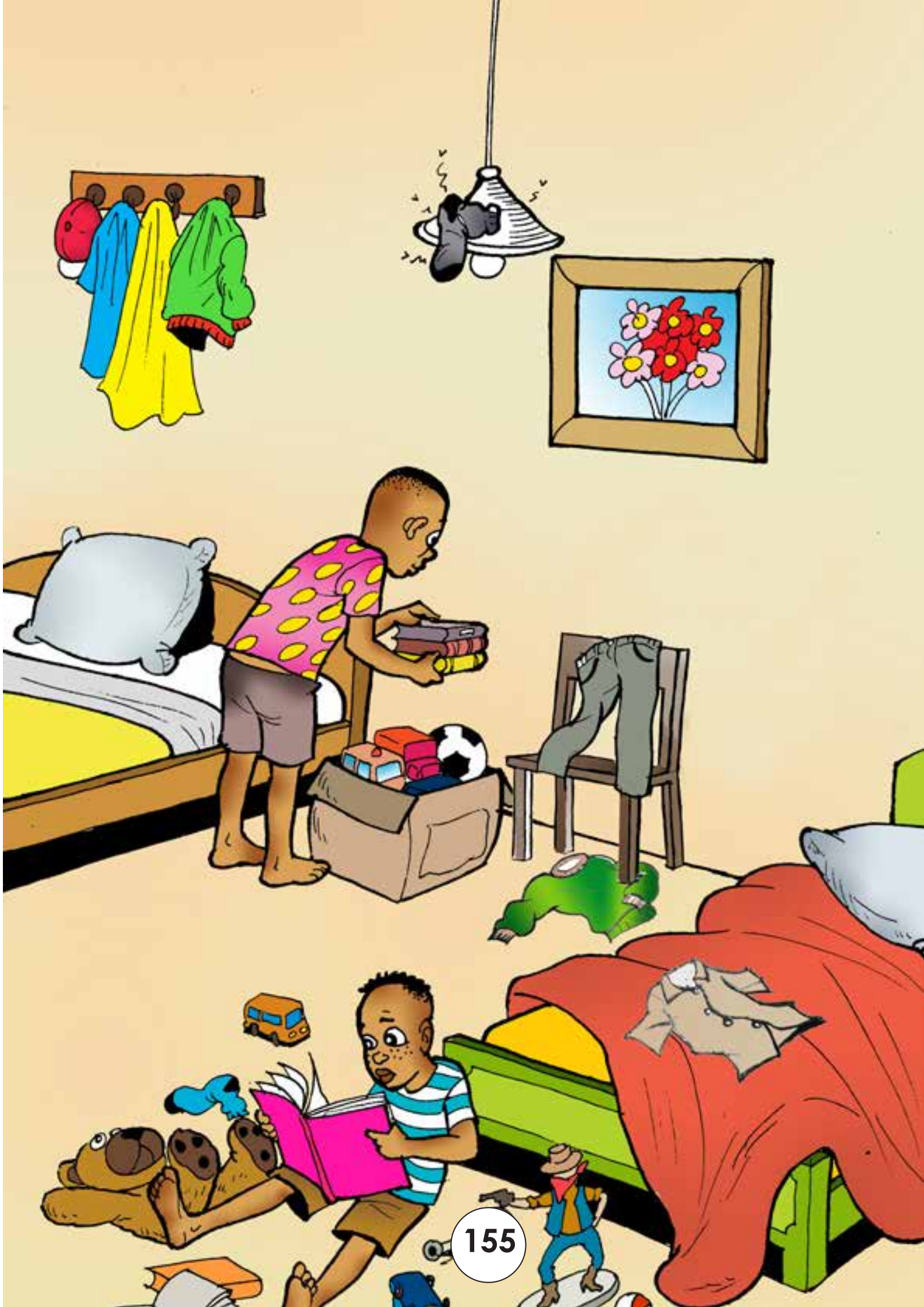
John and Michael are twin **boys**. They look the same and sometimes they wear the same clothes. They share everything, their clothes, their books and their **toys**. They share a bedroom too. Michael has one half of the bedroom and John the other half. It is hard to tell who is who just by looking at them. Except for one thing.





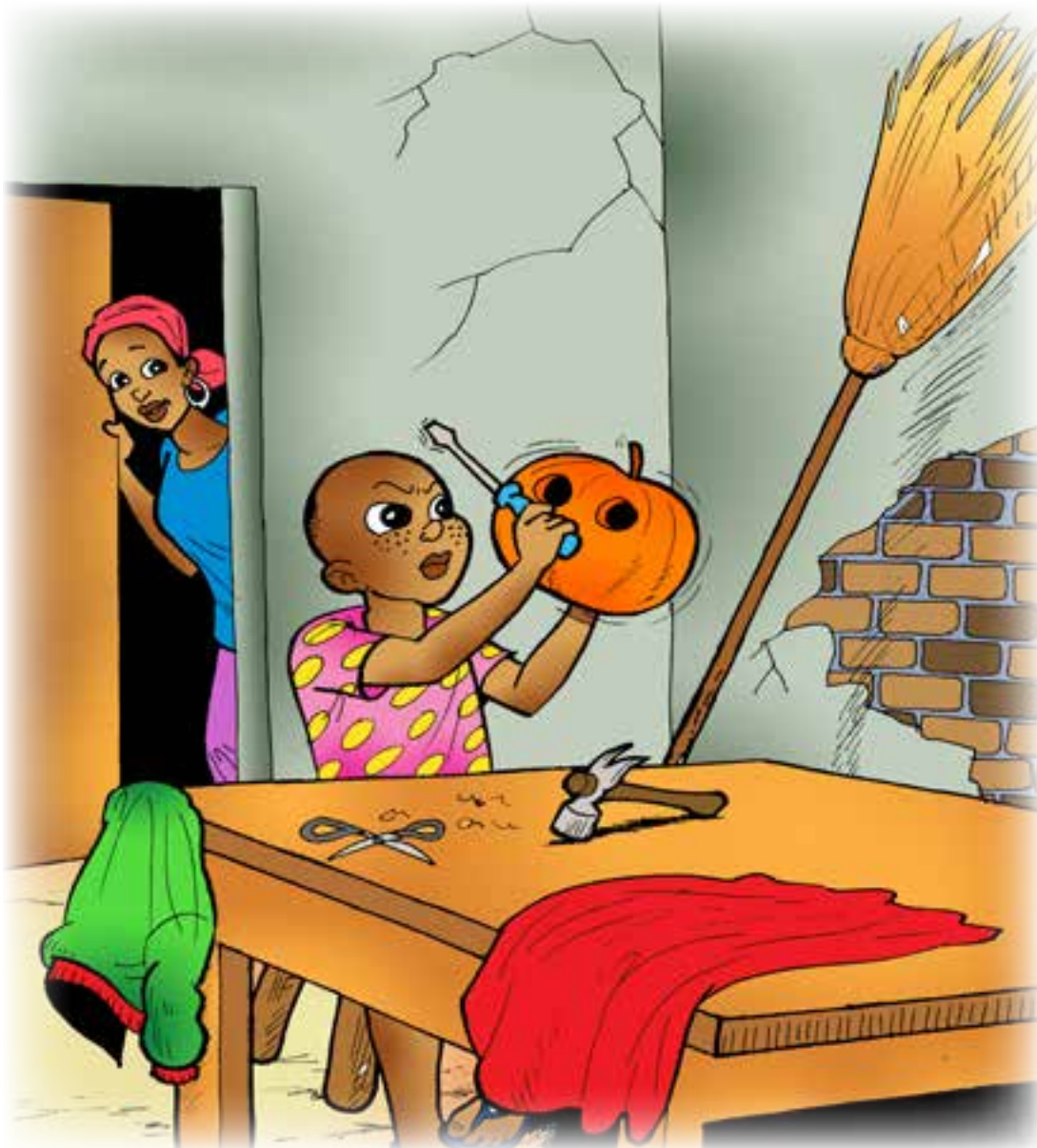
Michael is very neat and tidy. Michael likes to keep his part of the room clean and smart. Michael likes to keep his clothes clean and smart. Every evening, he hangs his shirt, trousers and sweater. He hangs up his jacket. He keeps his books and **toys** in a box beside his bed, but John, oh no! John is very different.

John is very, very **messy**. He doesn't enjoy cleaning up. He never **folds** his clothes, he never hangs up his jacket. His smelly sock hangs from the light. His sweater is on the floor, his trousers are on the chair and his shirt on the bed. This **annoys** Michael. John's clothes always look old and dirty. That is how you can tell one twin from the other.



Michael is always **tidying** their bedroom. “Whose sweater is this?” asks Michael. “It’s mine,” says John. “Euuughhhh, whose smelly sock is this?” asks Michael. “It’s mine,” says John. Enough is enough, thinks Michael. I need to teach my brother a lesson. Michael thinks of a plan. He walks out of the bedroom and goes to talk to their mother.

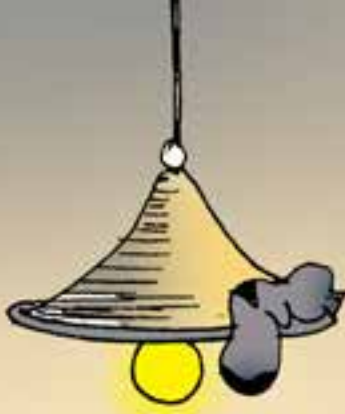




He whispers his plan to her. She smiles and nods her head. That afternoon, Michael starts working on his plan. He **borrow**s a red dress and a green jacket from his mother. He gets a **pumpkin**. He takes a long broom handle. All afternoon Michael works on his plan.

That night, John and Michael get ready for bed. They are reading their books. After a while, Michael closes his book, and looks around the room. He stretches and **yawns**.

"Oh, I am so tired," he says, "I am going to switch off the light now and sleep. I hope the sock **monster** does not come tonight," he says, "Good night, John." John sits up straight in bed and asks, "What did you say?" "What did you say about a sock **monster**?" he asks again.



“Oh, The sock **monster**?” laughs Michael, “The sock monster is a scary **monster** that comes to pick up smelly socks and clothes. It comes to visit boys and girls who don’t keep their rooms clean and tidy. Don’t worry, it is only a story.” “Good night, sleep well,” says Michael.

He **switches** off the light and begins to snore.

John can’t sleep. John thinks about his smelly sweater and his smelly clothes on the floor.

He thinks about his smelly sock hanging from the light. **Finally**, he falls asleep.



Suddenly, John hears a loud banging at the window. He jumps up in bed. "Michael, wake up! There is someone at the window," he screams. Michael doesn't wake up. "Ooo, Ooo, Ooo," says a voice outside the window. "I am the sock **monster**, I am here for the boy who doesn't take care of his clothes. I'm here to pick up the dirty socks and smelly clothes," shouts the **monster**. John can see the **monster** through the **curtains**. The **monster** has a very scary face. It has big yellow eyes and a big nose. It is wearing a red dress and a green jacket. John calls Michael again but he doesn't wake up.



John is scared. He runs around the room picking up his **toys**, his shirt and his sweater. All this time the **monster** is shouting, “Ooo, Ooo, Ooo, I am the sock **monster**, I am here for the boy who doesn’t take care of his clothes. I’m here to pick up the dirty socks and smelly clothes.”

“Please don’t take me!” John cries, “I promise to keep my room clean.” He continues to clean up his part of the room, until all his clothes and **toys** are put away.

Suddenly, the noise stops. John looks at the window and the sock **monster** is gone. Both sides of the room look the same. Finally, John goes to sleep again, thinking about how to keep his part of the room clean. He does not want the **monster** to come back again. Michael opens his eyes, he sees a tidy bedroom and smiles. His plan worked.



Glossary

Toys: Objects for children to play with.

Fold: To bend over, or double up so that one part lies on another part.

Messy: Disorderly and dirty.

Annoy: To cause slight irritation to by troublesome, often repeated acts.

Tidy: Orderly and neat in appearance or procedure.

Borrows (verb to borrow): To obtain or receive on loan with the promise or understanding of returning it or its equivalent.

Pumpkin: A large, round orange fruit.

Yawn: To open the mouth wide with a deep inhalation, usually involuntarily from drowsiness, fatigue, or boredom.

Monster: A large frightening creature that is not real.

Switch: A mechanical, electrical, electronic, or optical device for opening or closing a circuit or for diverting energy from one part of a circuit to another.

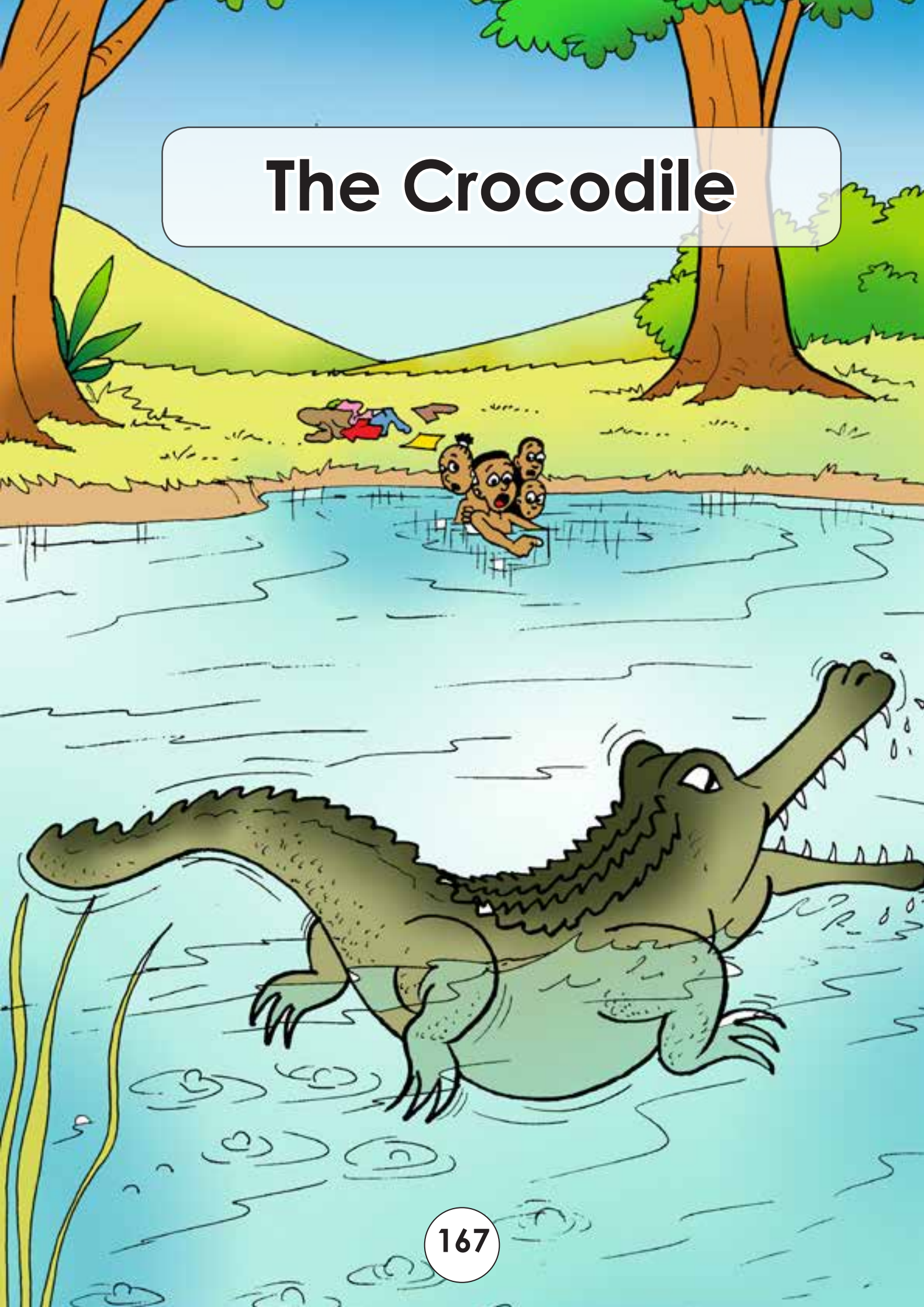
Curtains: Material that hangs in a window or other opening as a decoration, shade, or screen.

Comprehension Questions



1. Who is in the story?
2. Why is Michael annoyed with John?
3. What is Michael's plan?
4. When does the sock monster come to scare John?
5. How does John stop the sock monster from taking him?

The Crocodile



One hot afternoon, Mum was going to the market. She called her children, Troy, John, Gloria and Esther. "I am going to the market to buy some **straws**," she said. "Please wash all the dishes and clean the house while I am away. Remember to do your homework too."

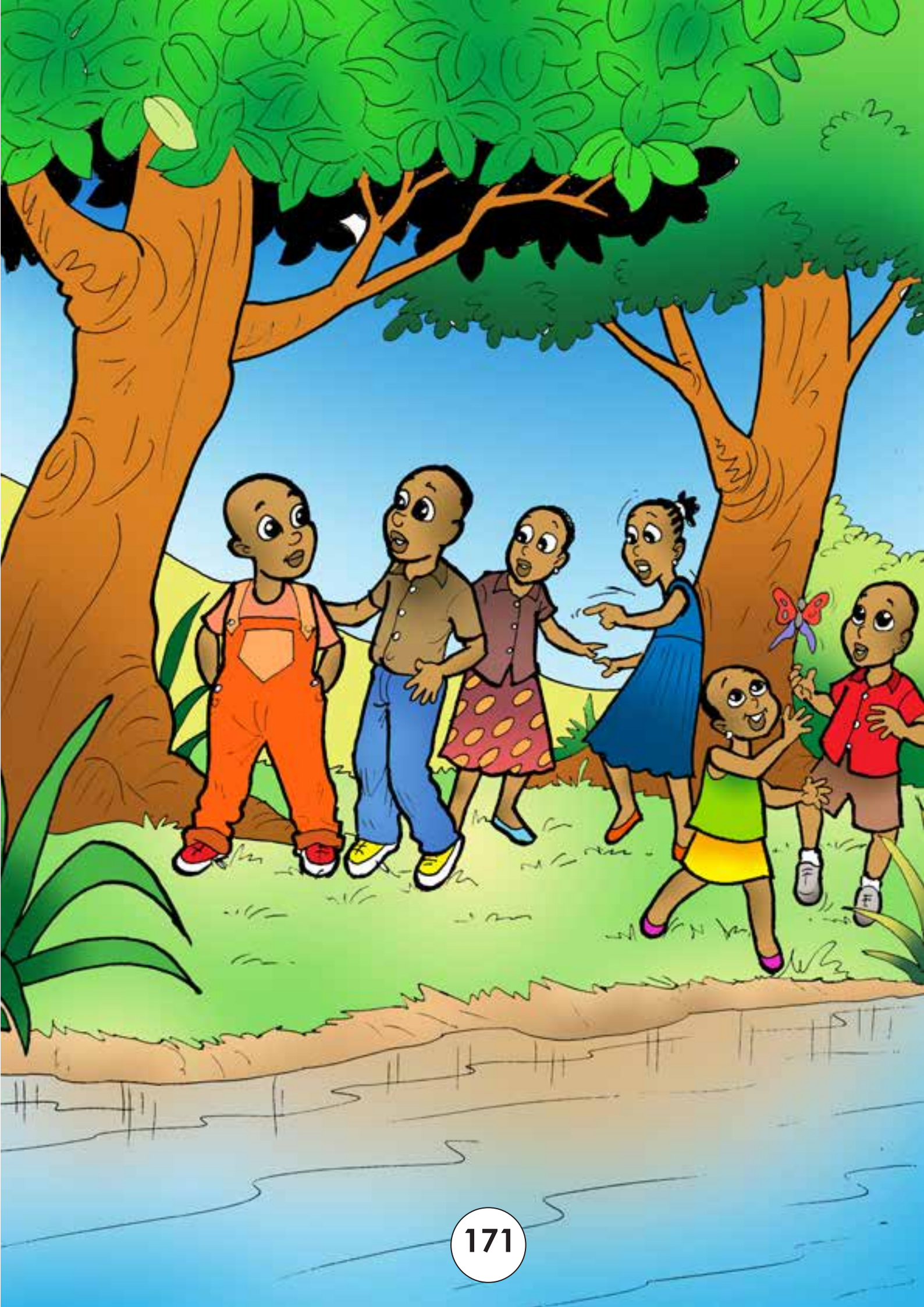


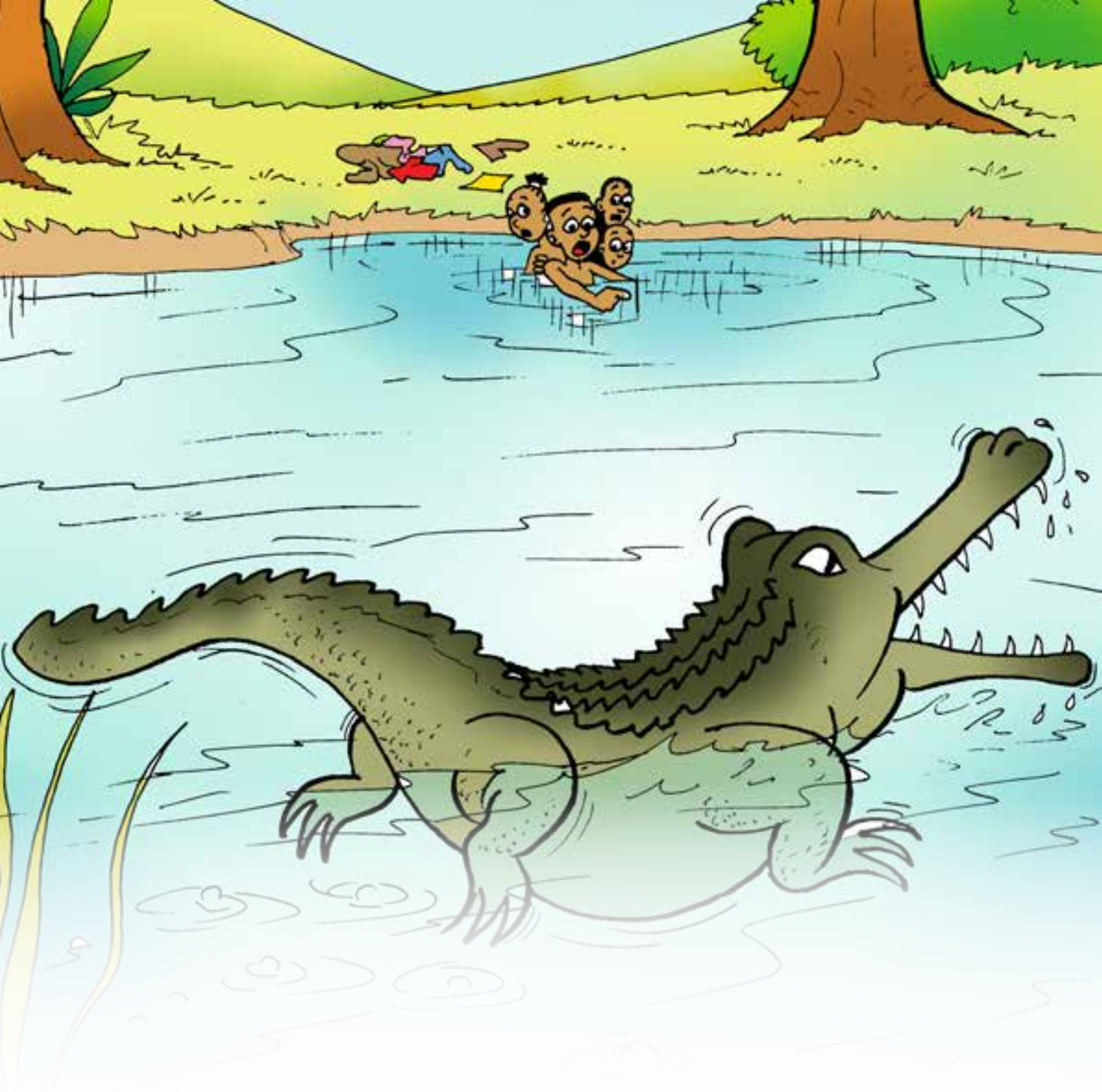
Troy and his little brother John cleaned the house. Gloria and Esther washed the dishes. All the children did their homework and **drew** in their notebooks. Soon, there was no more work to do and the children were very **bored** and very hot.



"I am so hot!" said John. "Me too," added Gloria and Esther. "I have an idea!" said Troy, "Let's go swimming. Let's go to River Akagera." "Yeah!" John, Gloria and Esther shouted. They all ran to the bedroom to put on their shoes.

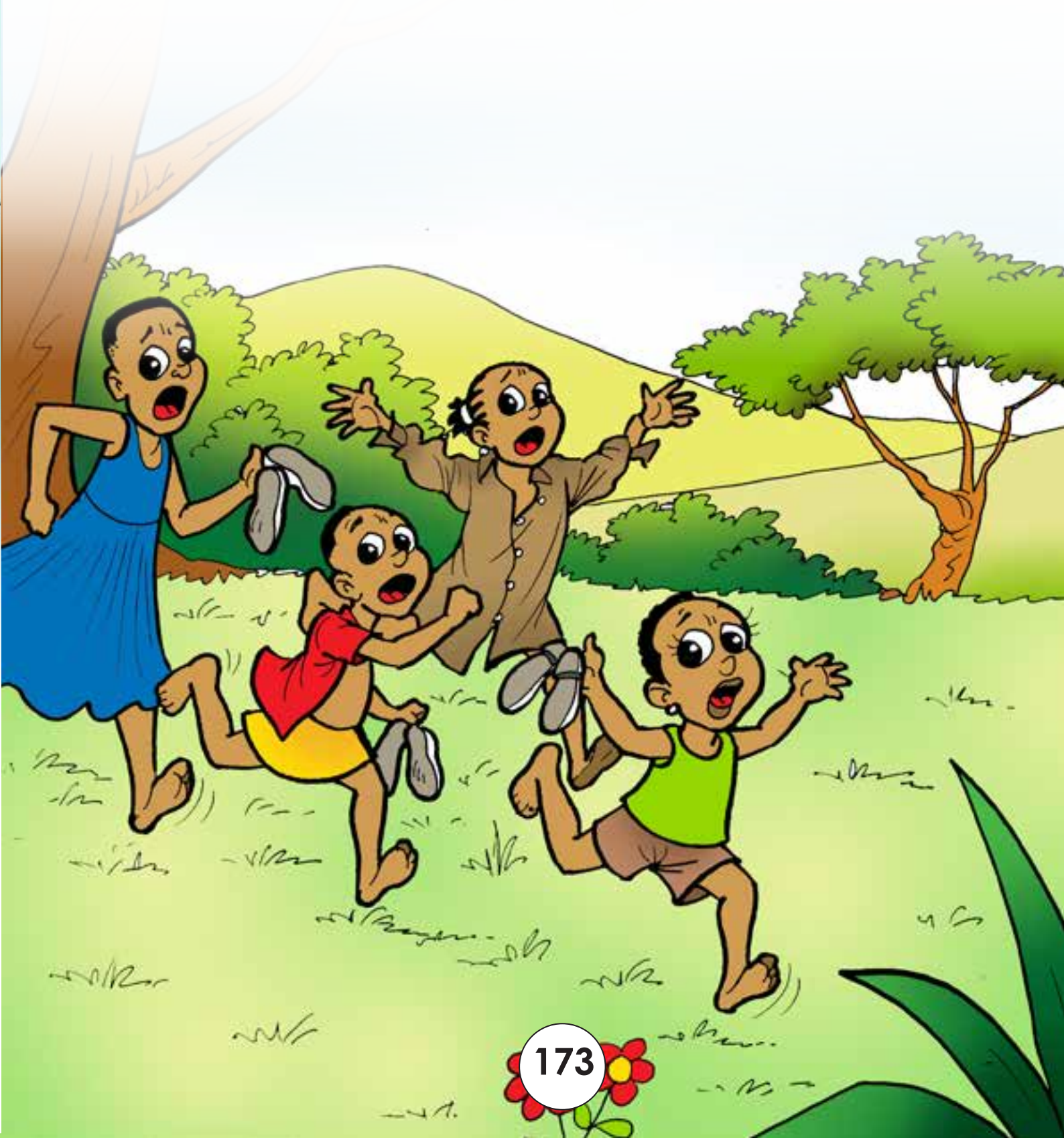
The four children set off for the river. Troy walked in front of his brother and sisters. They met other children coming from the river. "Where are you going?" said one boy. John said, "We are going to swim. It is very hot." "This part of the river is dangerous. There are crocodiles here," said a girl. John said, "We are not scared of crocodiles," and the children continued walking.





The children walked until they reached the river. They took off their clothes and jumped into the cool water. They swam and swam and swam. They swam far and deep into the water. The children enjoyed the water. "Look!" Troy suddenly screamed, "A crocodile! There is a crocodile in the water!"

All the children screamed and swam towards the river bank. They **crawled** quickly out of the water. They **grabbed** their clothes, put them on and ran away. They ran and ran and ran. They were too scared to stop.



When they reached home, they saw their mother.

“What are you wearing?” she asked. They looked at each other. Troy was wearing Esther’s dress!

“Wait!” he said, “**Whose** dress is this?” “It’s mine,” Esther shouted. Esther was wearing Troy’s shirt.

“**Whose** shirt is this?” Troy said, “It’s mine!” Gloria

said, “**Whose** shorts are these?” John laughed,

“They are mine. **Whose** skirt is this?” Gloria answered, “It’s mine!”

“What happened? Why are you all wearing each other’s clothes?” Mum asked.

“It was hot, we went to the river to swim. We **saw** a crocodile in the river. It had a very large **jaw**, big teeth and **claws**. So we ran away,” John said.

“We put on our clothes on quickly. We were so scared, we didn’t notice we were wearing each other’s clothes,” added Esther.



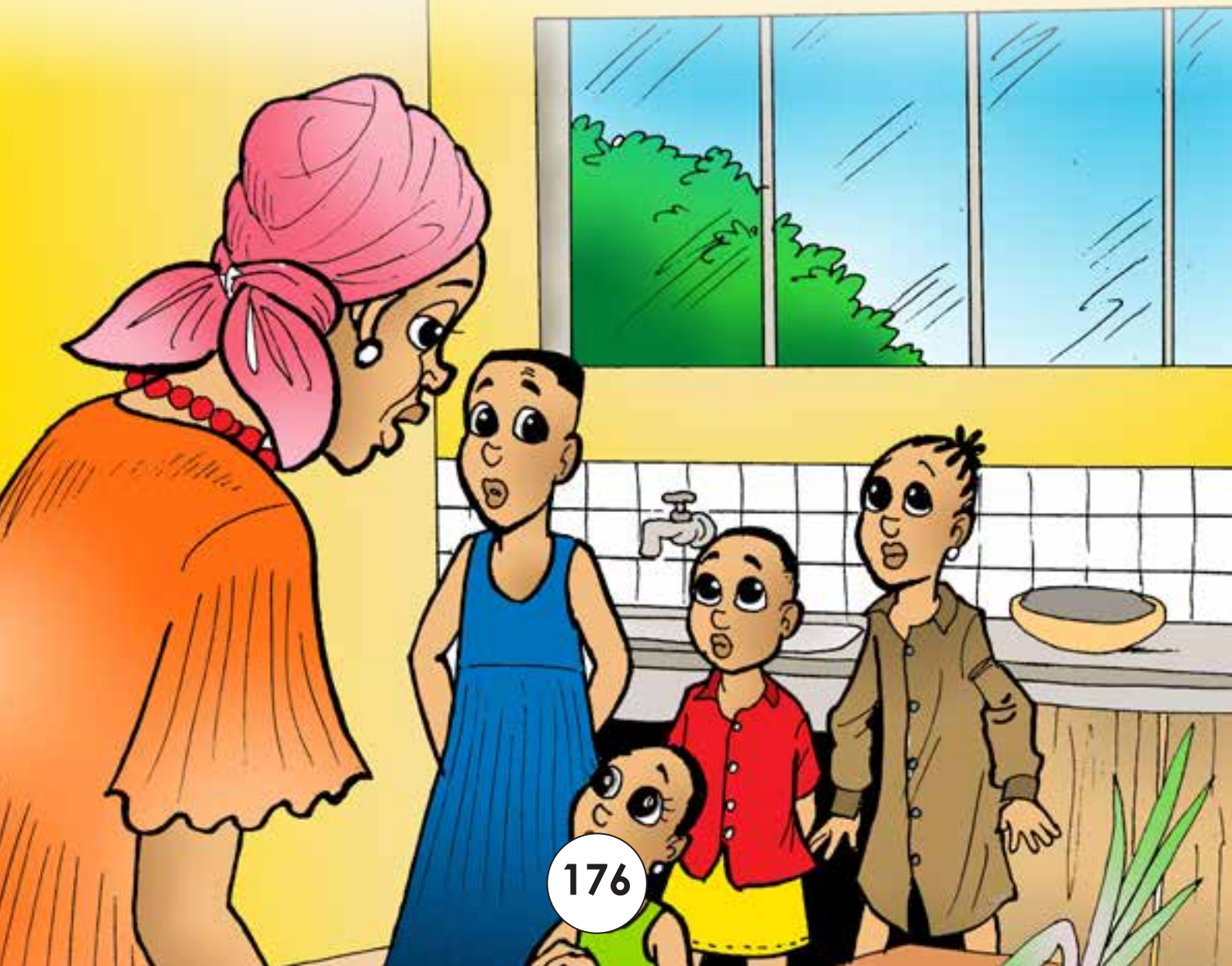
“Didn’t you know that part of the river has crocodiles? You must never go there again,” Mum said.

“I am sorry, Mum,” John said.

“I am so sorry, Mum,” Gloria said.

“Forgive us, Mum,” Esther said, “We will never swim in that part of the river again,” Troy said.

“I forgive you,” Mum said, “Go to your room and change your clothes.”



Later, the children took off their clothes and put on their clean ones. John put on a pair of clean shoes. Esther put on a clean **shawl**. Gloria put on a clean skirt, and Troy a clean vest. The children were so happy when they **saw** their mum had forgiven them. They promised mum that they would never go back to that part of the river again.



Glossary

Straw: A thin hollow tube of paper or plastic for sucking drink from a glass or a bottle.

Draw: To make a picture with a pen, pencil, or other writing tool.

Bored: To make weary by being dull, repetitive, or tedious.

Bank: The slope of land adjoining a river.

Crawl: To move on the hands and knees.

Grab: Sudden seizure of something or someone.

Claw: A sharp, curved, horny structure at the end of a toe of a mammal, reptile, or bird.

Shawl: A square or oblong piece of cloth worn as a covering for the head, neck and shoulders.

Comprehension Questions



1. Name the people in the story.
2. Where did Mum go?
3. What did the children do in the house?
4. Why did they go to the river?
5. What did the children see in the river?

Who Is Bigger?



Once upon a time, there lived a little girl called Keza. Keza lived with her mother, father, brother and sister near Lake Muhazi. Her brother's name was Kalisa and her sister was called Dative.

Keza took Kalisa's hand and looked up at his face. He was so tall, taller than her.

"Can I go fishing with you?" said Keza.

Kalisa looked down at the little girl. He shook his head, "No Keza! You are too small. You are shorter than me and you are shorter than Dative. You are too small to go fishing."

"Go home," said her sister Dative, "You are too small." Keza was disappointed. She loved **adventure**. She wanted to go fishing.



Keza went to see her friend Betty. Betty was the best cook in the village. "Betty," said Keza, "I want to go fishing with Kalisa. Kalisa says I am too small. He says I am shorter than him and shorter than my sister. He says I am too small to go fishing, but I know I can catch a big fish." Betty looked up from her **stove** and smiled at Keza. "Keza, you are a very **smart** girl. How do you plan to catch your big fish?" she asked.

"I plan to catch the fish with the best food in the village. Can you teach me what fish like to eat?" Betty chose a few pieces of corn from her **sauce**. "If you put these in the water, the fish will swim to eat the corn," said Betty. Keza thanked her friend. Betty had **taught** her what fish like to eat, now she needed to know how to catch them.



She went to see her friend Daniel. He was the best fisherman in Lake Muhazi. “Daniel,” said Keza, “I want to go fishing with Kalisa, but he says I am too small. He says I am shorter than him and shorter than my sister. He says I am too small to go fishing, but I know I can catch a big fish.” Daniel stopped fixing his net and smiled at Keza.

“Keza, you are a very **smart** girl. How do you plan to catch your big fish?” “I’m going to put Betty’s corn in the water. When the fish comes in the water I will grab it very fast. I’m faster than the big boys, faster than the big girls and even faster than the fish,” she said.



“No Keza!” laughs Daniel, “You can’t catch fish that way. I will give you my net.”

“Now, you take the net and stand in the water as still as a tree. When the fish comes close, you **scoop** up the fish with the net. Good luck, Keza!” he said. Keza thanked Daniel.

Now she knew a lot. Betty **taught** her what to feed the fish and Daniel **taught** her how to **scoop** the fish with a net.



When is the best time to go fishing? thought Keza. Keza thought about the problem, I am hungry after school. Mum cooks for me in the evenings. I think fish are hungry in the evenings too. I will go fishing when the sun begins to set. So that evening, when the sun began to set. Daniel and Keza took Betty's corn and Daniel's net and went to the lake. Keza put the corn and the net in the water and stood as still as a tree.



Keza waited and waited and waited. Suddenly, a shoal of fish swam towards her, trying to eat the corn. Keza quickly scooped the net around the fish and lifted it up. She **caught** the biggest fish in her net. "Well done Keza," cheered Daniel, "You caught the biggest fish in the lake."



As Daniel and Keza were walking home, Kalisa saw her. “How did you catch that fish, Keza?” asked her brother. “I **caught** it with Betty’s corn.” “What did you catch that fish with?” asked Kalisa “I **caught** it with Daniel’s net.” “That’s a very big fish, Keza,” he said, “Well done.” “Yes,” said Keza, “It’s a very big fish, but you know what? I’m bigger than my fish and I’m going to share it with everyone.”



Glossary

Adventure: An unusual or exciting experience.

Stove: An apparatus in which electricity or a fuel is used to furnish heat, as for cooking or warmth.

Sauce: A flavorful seasoning or relish served as an accompaniment to food, especially a liquid dressing or topping for food.

Taught (verb to teach): To impart knowledge or skill; give instruction, especially as one's profession or vocation.

Scoop: To gather or collect swiftly.

Caught (verb to catch): Trapped or ensnared.

Smart: Characterized by sharp quick thought; bright.

Comprehension Questions



1. Who is the girl in the story?
2. Why wouldn't Kalisa take Keza fishing?
3. What did Betty give her to catch fish?
4. Who did Keza go fishing with?
5. When did Keza decide to go fishing?

The Magic Mango Tree



Once upon a time, there was a very big forest, and in that forest there were many mango trees. One of these trees was magic. This tree could talk.

One day, a small boy named Oliver found the tree, and they became best friends. He liked to climb her branches, dance around the trunk and sleep under the leaves. Talking to the small boy and watching him play made the tree very happy. Oliver loved the tree and the tree loved him back.





One day, as the small boy sat next to the tree playing with a ball, she asked him, "What did you do this morning?"

"I washed my face, brushed my teeth, combed my hair, put on my clothes and then I went to school," Oliver replied.

"What did you eat for breakfast?" the tree asked.

"I didn't eat breakfast," he answered, "Mother didn't have enough money to buy food."

This made the tree sad.

The tree knew that Oliver needed to eat **healthy** food to grow tall and strong. "Take my mangoes and give them to your mother," she said. "That way, your family will not be hungry." The tree shook her branches and watched **all** her fruit fall to the ground.

"Thank you!" **called** Oliver as he collected the mangoes in his small arms and skipped home. The tree smiled, happy to **feed** her best friend.

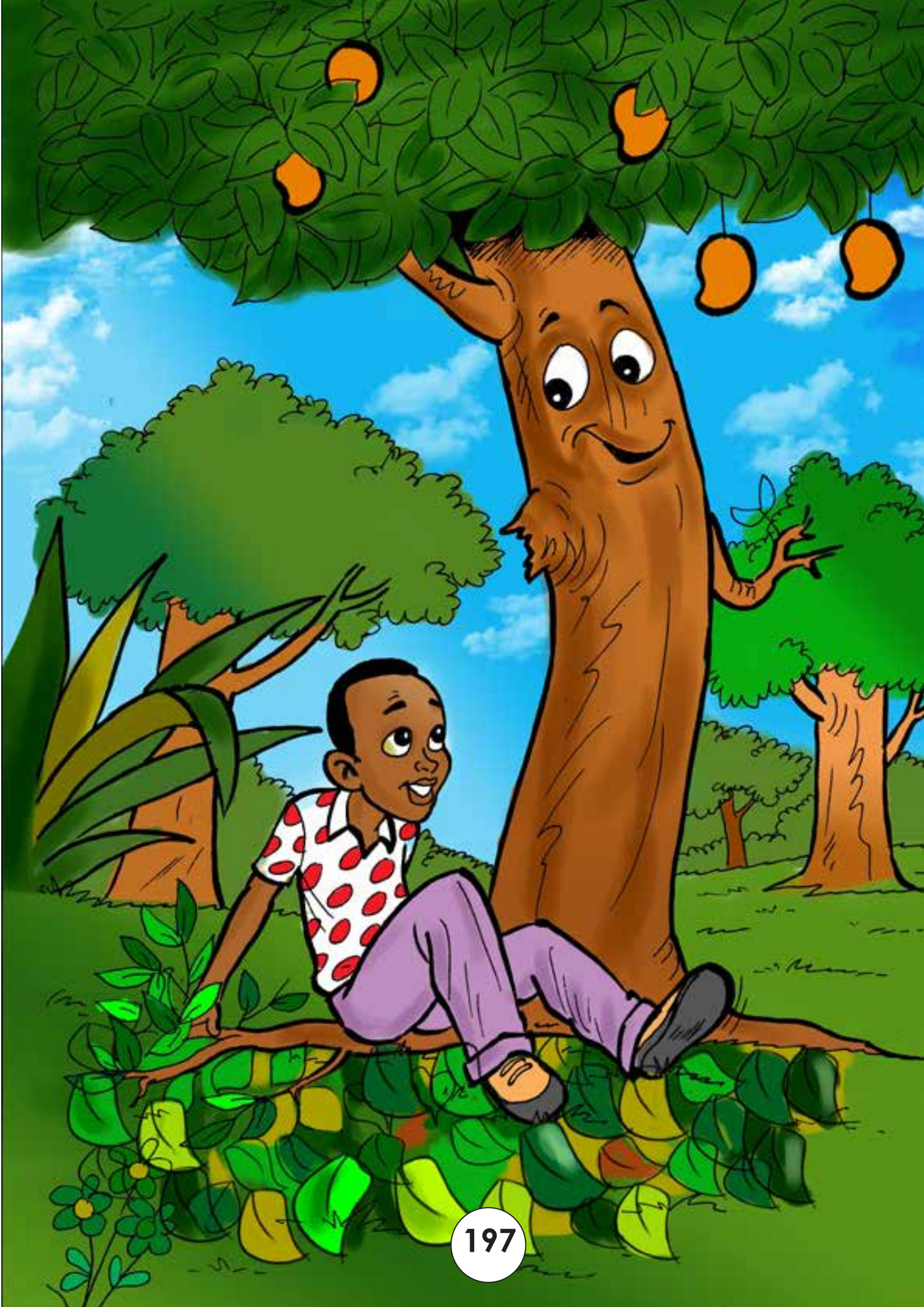




Months later, as Oliver sat under the tree drawing pictures, she asked him, "What did you do during break time at school?" "I wanted to play on the swings with my friends, but no one wanted to push me." The tree frowned. "Make a swing and hang it from my branch," she said. "I will push you." Oliver made a swing from an old tyre and some rope. He hung it from the tree's strongest branch. The tree moved the branch gently. The tree watched as her best friend laughed, and swung higher and higher. The tree smiled, happy to play with her best friend.

Years passed. One day, Oliver sat near the tree resting, the tree asked him, "What did you do after school?" "I went to the market to buy potatoes for Mother, but there were too many, and I dropped them **all** on my way home."

The tree thought about Oliver's problem. Finally, she said, "I know! Cut a branch and make a basket. That way, it will be easy to carry food home from the market." Oliver climbed her **trunk** and began cutting a branch. The tree smiled, happy to share with her best friend.



Many years passed. Olivier no longer visited the tree every day; he had a wife and children to take care of. The tree was very excited when Oliver brought his son and daughter to visit.

One day, Oliver sat in the tree's shade and read a book to his children. The tree asked him, "What did you do today?" "I visited the health centre to get some medicine."

"How did you get to the health centre?"

"I walked, but it was difficult and the short walk took many hours."

Hmmm, thought the tree, "Why don't you cut down a branch and make a **cane** to help you walk?" Oliver's son climbed her trunk and began cutting a branch. "You're a good friend," he **yelled** over his shoulder as he took the branch away.

The tree smiled, happy to help her best friend.



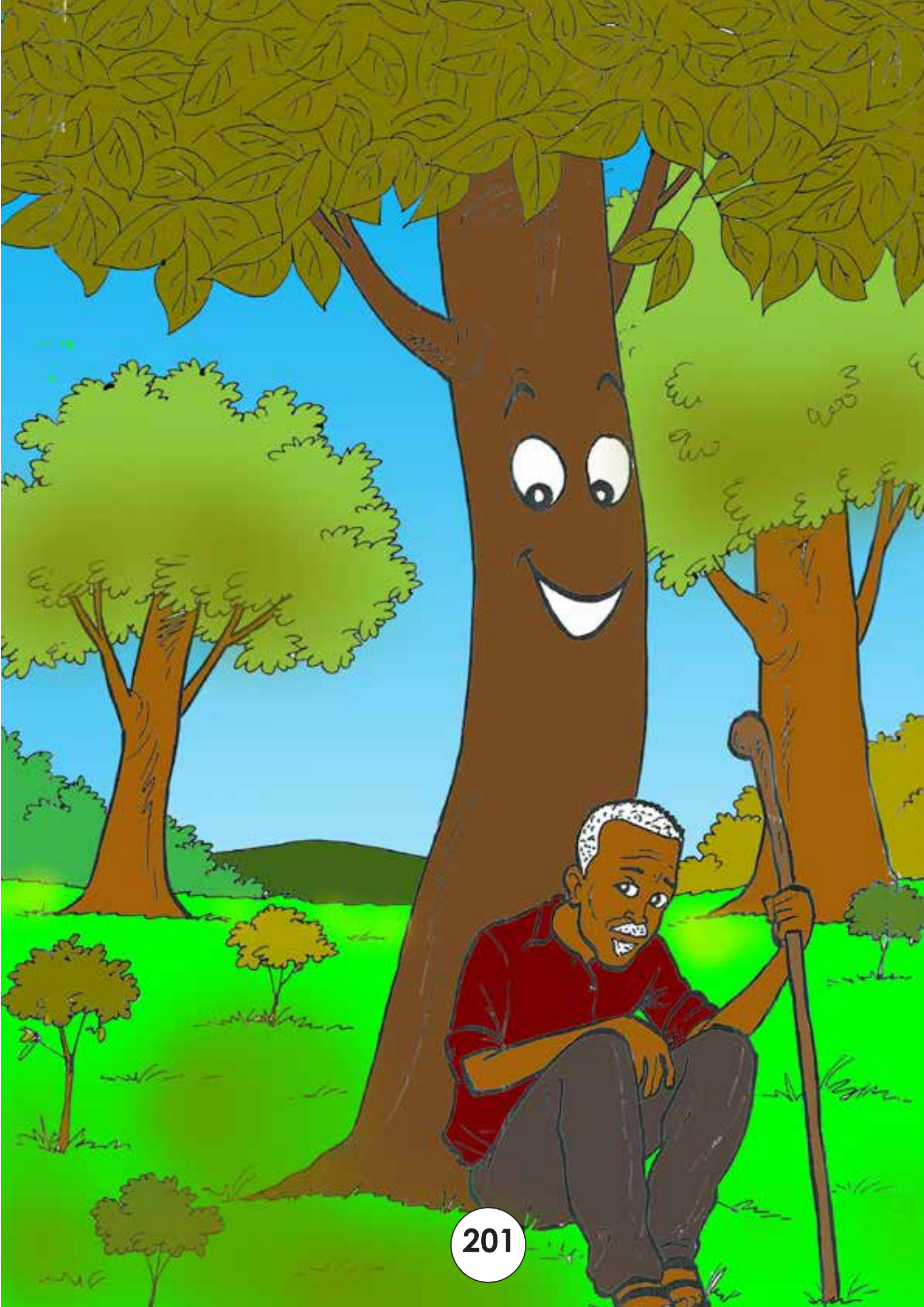
Many years passed. The tree knew that Olivier was too old to visit her often. She missed her best friend.

One day, as the tree thought of **all** the happy days she had spent with Oliver. She saw someone walking very slowly through the forest. She recognized the old man right away.

“Oliver,” the tree **called** loudly, “Why are you here?” “I came to visit my old friend,” Oliver looked very tired.

“You have given me **all** your mangoes and branches. I want to give you something,” he said. Oliver took out a bag of mangoes seeds and planted them around the tree.”

A few weeks later, little mango trees started to grow around the magic tree. The old tree looked around and smiled. She would never be lonely again.



Glossary

Healthy: Possessing good health.

Call: To say in a loud voice; announce.

Feed: To give food to; supply with nourishment.

Trunk: The body of a tree.

Cane: A stick used as an aid in walking.

Yell: To cry out loudly, as in pain, fright, surprise, or enthusiasm.

Comprehension Questions

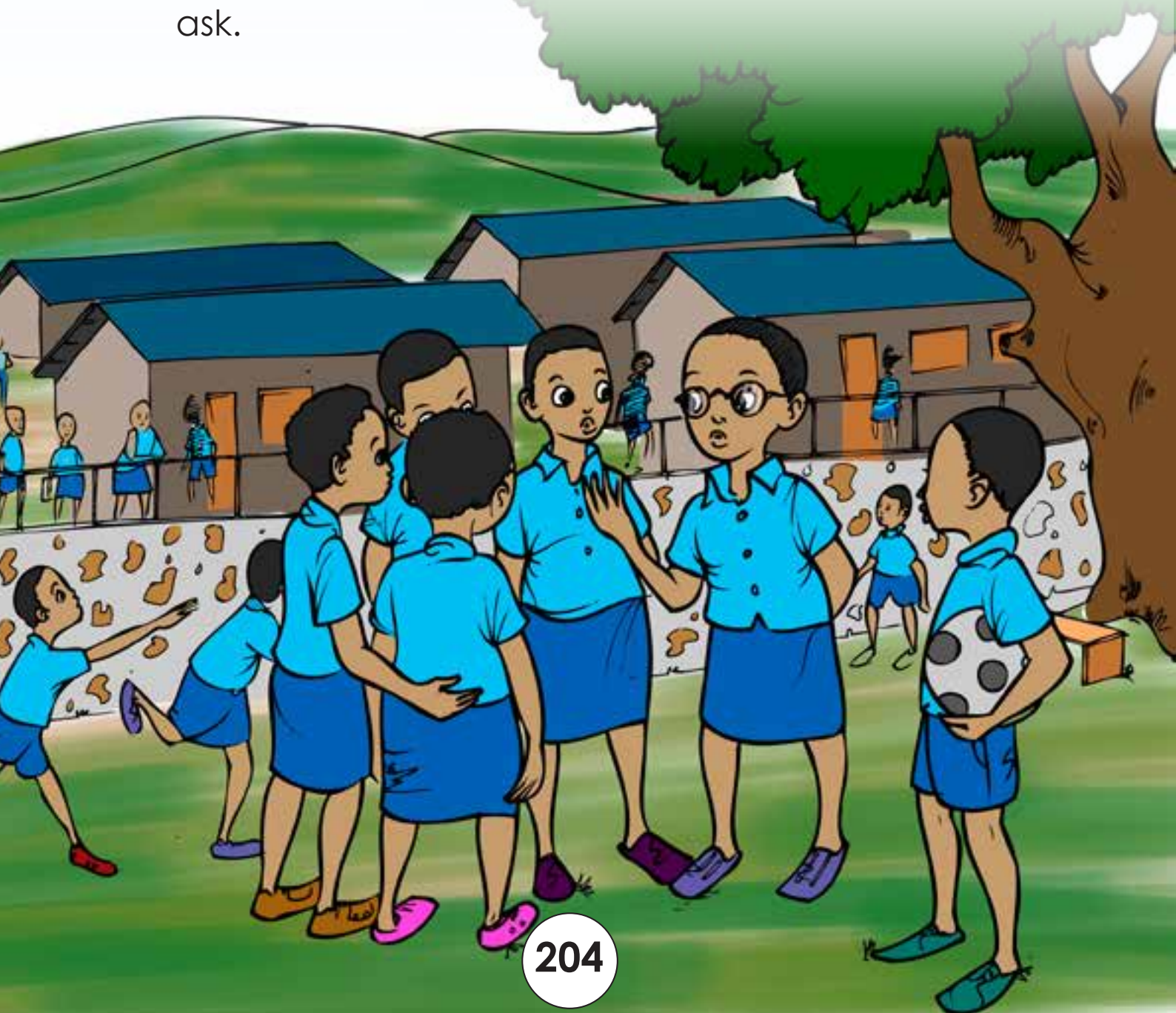


1. Who is the boy in the story?
2. What does Oliver do when he visits the Magic Mango tree?
3. Where does the Magic Mango tree live?
4. Why does the Magic Mango tree give Oliver mangoes?
5. How does the story end?

Maureen Gets New Friends



It was a hot afternoon and Maureen was sitting alone at lunch. Maureen didn't like lunch break because she always sat alone. She watched as the other children skipped around the playground, raced from one end to the other, and played games together. Listening to them yell and laugh made her sad. Maureen wanted to play with the other children, but they never asked her to join them. She didn't know why they left her out of their games. She was always too shy to ask.



One day, as Maureen ate her lunch, she decided she would try to change things. She stood up and **bravely** walked over to the other children, who were clapping, singing and dancing.

"Can I join in?" she asked. "No," replied one girl, "You're too smart to play with us."

"Yeah," the boy next to her added, "Smart people don't like to have fun."



Maureen was the smartest pupil in her class. She enjoyed learning and she studied every night when she arrived home from school.

All the other pupils in her class were **amazed** at how well Maureen read the words that their teacher wrote on the chalkboard. They were **amazed** how quickly she solved the mathematic problems in her notebooks. They didn't know she liked to have fun, too. Maureen's eyes filled with **tears**. "How do you know?" she asked them, "I do like to have fun! I don't play games at lunch because I don't have anyone to play with."

The other children weren't listening. They had already turned their backs on Maureen and started clapping, singing and dancing once more. Maureen didn't talk for the rest of the day. She didn't say anything when their teacher asked her to read the words on the chalkboard, or when he asked her to explain her answer to a mathematics problem.

Maureen sat at her desk, watching the clock until the bell rang at the end of the day. "I don't want to be smart anymore," she thought to herself.



When Maureen arrived home later that day, she walked into the kitchen where her aunt was cooking supper. She sat down at the kitchen table and put her head in her hands. "What did you do at school today?" Auntie asked happily. "I don't want to talk about it," Maureen replied. She wanted to cry again. Auntie stopped washing the sweet potatoes and sat down next to Maureen. "Well, what did you do at break?" she asked.

Big **tears** ran down Maureen's little cheeks. "I tried to clap, sing and dance with the other children, but they wouldn't let me join in."

"What do you mean?" Auntie asked.

"They said I was too smart to play with them. They think that smart people don't like to have fun," explained Maureen.

"Don't cry, Maureen," Auntie wiped Maureen's **tears** with a **handkerchief**, "Of course smart people like to have fun, everyone likes to have fun! Tomorrow, at break, you must show the other pupils that you enjoy playing too. Then they will invite you to join in their games."



The next day, during lunch break, Maureen sat alone, thinking about what Auntie had said. How could she show the other children that she liked to have fun? And would the other children invite her to play in their games if she did, she thought. When she finished eating her lunch, she stood up. She watched as the other children hopped and jumped on the path together.

“Well, at least I will try,” Maureen decided.

Maureen began to hop and jump all on her own. She clapped her hands, sang songs, and danced. She skipped around the playground and raced from one end to the other. This is fun, thought Maureen, smiling.

The other children stopped playing to watch her.

“Look,” yelled one of the boys, “Look at Maureen hopping and jumping, singing and dancing, skipping and racing all on her own.”

“Yes!” shouted another girl, “Maybe she likes to have fun after all.”



“Let’s join her!” they exclaimed together. One by one, the children walked over to Maureen. “Can we join in your games?” they asked, **shyly**.

Maureen smiled kindly at them, “Of course you can. Games are always more fun when we all **play** together.” Soon, all the children were hopping and jumping, singing and dancing, skipping and racing together.



Glossary

Amazed (verb to amaze): To surprise very much.

Bravely: Capable of dealing with danger or pain without fear; showing courage.

Shyly: A behaviour shows that someone is nervous.

Handkerchief: A small cloth used to wipe the nose, face, eyes.

Tears: A drop of liquid that comes from the eye. Tears clean the eye and keep it wet.

Comprehension Questions



1. Who is the girl in the story?
2. Why is Maureen sad at the beginning of the story?
3. Who asked Maureen what she did at school?
4. What do the other pupils think about Maureen?
5. How does Maureen get the other pupils to play with her?

Term 3

Cedric's Birthday Soup



Cedric woke up early. He hadn't been able to sleep. He was so **excited**. Today was his older sister Cecilia's 10th birthday. Cedric loves birthdays. He loves seeing everyone happy. He loves singing the "Happy Birthday" song and, most of all, he loves spending time with his friends and family.



Cedric wanted to help his mother **bake** a cake for Cecilia's birthday. Cedric enjoys cooking with his mother. He helps his mother cook dinner every night. He ran to the **kitchen**. When he got to the **kitchen**, it was **empty**. Mother was not there. Cedric ran through the house. He looked in the bedroom... He looked in the bathroom... He looked in the sitting room... He looked in the garden. Cedric could not find his mother anywhere. "Oh no!" said Cedric, "Mother forgot Cecilia's birthday!"



Cedric walked back into the kitchen. He looked at the kitchen table. He saw milk, sugar, flour and a note from Mum. "I am going to the city market to buy eggs. Back later." Mum.

Cedric sat and thought. Well, if we can't bake a cake for Cecilia, then I will just have to make her something else! He thought and thought, but he could not **decide** what to make.



At that moment, Cecilia walked into the kitchen. "Happy Birthday Cecilia!" said Cedric. He started singing; "Happy Birthday to you! Happy Birthday to you! Happy Birthday, dear Cecilia! Happy Birthday to you!" "Thank you Cedric," she said. "Are you going to bake me a cake?" she asked. "No, I am not," Cedric replied. "I am going to make you something even better. I am going to surprise you. So you must leave the kitchen. I will call you when the surprise is ready." Cecilia smiled, **excited** about her surprise. She went to her bedroom and read her book while she waited.



Cedric looked around the **kitchen** again. Mother has gone to the market so I must use what I have, he thought. After a few minutes, he found two bananas, one sweet potato, four tomatoes, two onions, one pepper, some beans, some peas, a lettuce, some groundnuts and some rice. He put all the food on the **kitchen** table. Cedric wondered what he could cook with all this food. "I know!" he shouted happily, "I have a great idea. I am going to make a big pot of birthday soup!"



Cedric worked in the kitchen all day:
He **peeled** the bananas and the sweet potato.
He **chopped** the tomatoes.
He **sliced** the onions and the green pepper.
He boiled the beans and peas in hot water.
He threw the groundnuts and rice into the pot.
He **stirred** the food with a big spoon as it cooked.
He added salt.
Then, he added black pepper.



When he finished, he looked at his big pot of brown soup. I hope Cecilia will like my soup, he thought. He **poured** the **soup** into two bowls and put them on the table. "Cecilia," he called, "Your surprise is ready." Cecilia skipped out of her bedroom, **eager** to eat.

"Finally," she said, "I've been waiting for my surprise all day." "Mmm," said Cecilia, "This **soup** smells really good." Cecilia and Cedric picked up their spoons to eat. Just then, mother and father walked into the house. Mother was carrying a big box in her hands. "What are you eating?" she asked her children. "A surprise," said Cecilia happily. "Guess what I bought for you?" mother said.

Mother opened the box and took out a big beautiful cake. Cecilia clapped her hands and dropped her spoon. She took a knife and began to cut the cake. Poor Cedric watched his sister cut the cake and he felt sad. He had tried to surprise Cecilia for her birthday, but Cecilia preferred cake. Cedric was so sad, he started to cry.



Cecilia looked at her brother and stopped cutting the cake. She looked at the bowl of brown **soup**.

“Thank you mother for this cake, it is a lovely surprise.

I am so lucky to have two surprises on my birthday.

Cedric made me a special birthday soup.

He spent all day in the kitchen.

He **peeled** bananas and sweet potatoes.

He **chopped** tomatoes.

He **sliced** onions and green pepper.

He boiled beans and peas in hot water with groundnuts and rice.

He made this **delicious** bowl of birthday **soup**.

This birthday I got the best presents of all.

You both worked hard to give me a surprise, and the best surprises are those made with love.

Can you join us Mum and Dad and eat this delicious **soup**?” “Yes please,” said Mum.

Cedric smiled and poured two bowls of soup.

As he **poured** a bowl of soup for Mum and Dad, they began to sing;

“Happy Birthday to you!

Happy Birthday to you!

Happy Birthday, dear Cecilia!

Happy Birthday to you!”



Glossary

Excited: Emotionally aroused, especially to pleasure.

Bake: To cook with dry heat, especially in an oven.

Kitchen: A room or an area for preparing and cooking food.

Empty: Having no occupant.

Decide: To make up one's mind: decide what to do.

Peeled (verb to peel): To strip or cut away the skin.

Chopped (verb to chop): To cut into small pieces.

Sliced (verb to slice): To cut from a larger piece.

Stirred (verb to stir): To mix together the ingredients when cooking.

Soup: A liquid food prepared from meat, fish, or vegetable stock combined with various other ingredients and often containing solid pieces.

Eager: Having or showing keen interest, intense desire, or impatient expectancy.

Delicious: Highly pleasing or agreeable to the senses, especially of taste or smell.

Poured (verb to pour): To make a liquid flow from one container to another.

Comprehension questions



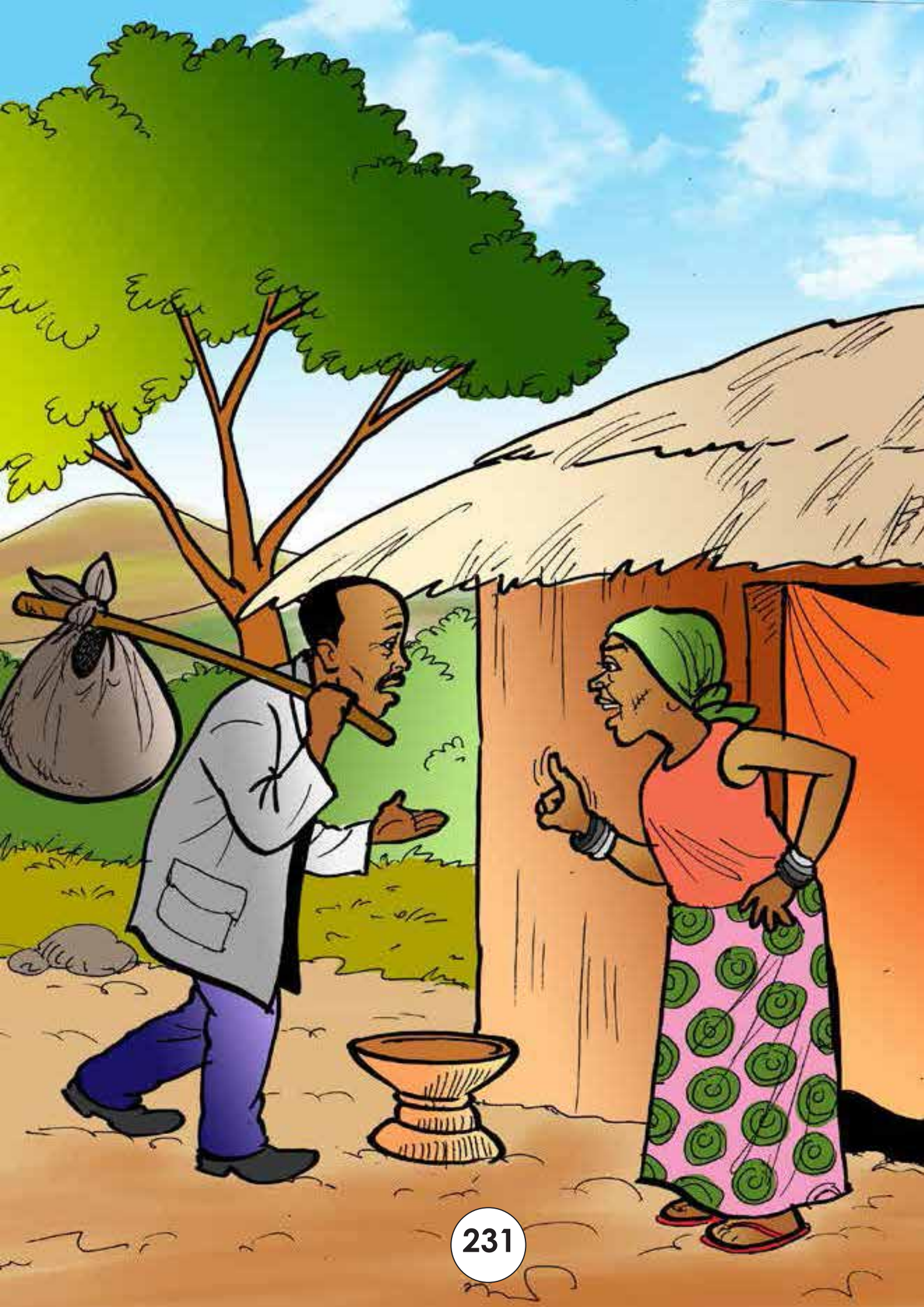
1. Who are the children in the story?
2. Why did Cedric wake up early?
3. Where did Cedric's Mum go?
4. What did Cedric make for Cecilia?
5. What did Mum and Dad bring for Cecilia?

Stone Stew



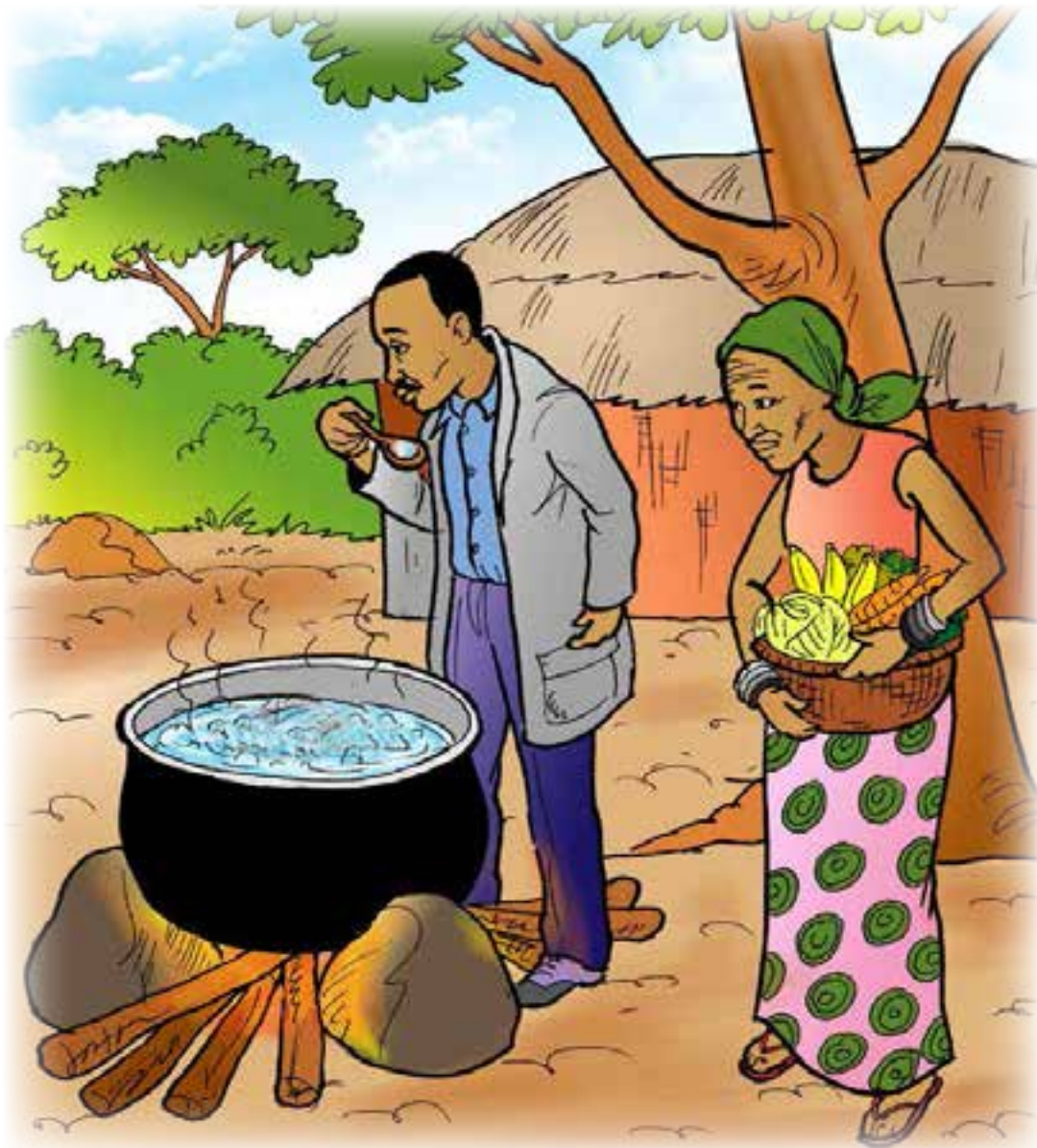
A long time ago, there were no cars in Rwanda. Everyone walked from place to place on foot. Peter was walking from Cyangugu to Kibungo. He had been walking for three long weeks. He was very tired and very hungry. He started looking in the **hedges** for food. Suddenly, he saw black, smoke coming from a little **cottage** in the valley below. He walked to the **cottage** and he knocked on the door.

An old lady opened the door. "What do you want?" she **growled**. "Please, I have been walking all day," Peter said. "I don't have food to eat, I don't have water to drink. May I please have some food and water?" asked Peter. The mean old lady looked at Peter. "Go away! There is no food here, I have no money, and I don't have any water," she said.



Peter took a small, shiny stone from his bag.
“Please, can you give me a pan and some water?” asked Peter, “I would like to cook this stone.” “A stone!” exclaimed the old lady, “You can’t cook a stone.” “Oh yes you can,” said Peter. “This stone makes a delicious stone **stew**,” added Peter. “Ha, ha. Stone **stew**!” laughed the old lady. “I want to see you cook this stone **stew**.” I will give you water and a **large** pan,” she said, Peter smiled and said, “Thank you.”





Peter put the small, shiny, stone in the pan of water. He put the pan on the hot fire. Soon, the water started to boil. Peter stirred the water with a **large** spoon. After a while, Peter tasted the water. "Yum, yum," he said, "This is delicious, but, I think we need to add some salt."

The old lady gave Peter a bag of salt. "I can't wait to taste your stone **stew**," she said.

"You can't cook a stone! That's impossible!" said the mean old lady. Peter added a **pinch** of salt.

The water boiled and boiled on the hot fire.

Peter stirred the water with the large spoon.

After a while, he tasted the **salty** water. "Yum, yum," he said, "This is delicious, but, I think if we add onions it will taste even better." The old lady ran to the kitchen and chopped some onions. She handed the onions to Peter. "I can't wait to taste your stone **stew**, you can't cook a stone," she said, "That is impossible!" she laughed.



The water and onions boiled on the hot fire. Peter continued stirring with the **large** spoon. After a while, he tasted the **mixture**. “Yum, yum,” he said, “This is delicious! I think if we add tomatoes and carrots it will taste even better.” “Carrots and tomatoes?” said the old lady. “Is that all?” She picked up her basket and walked out of the kitchen. “Where are you going?” called Peter. “I’m going to the market to buy carrots and tomatoes,” said the old lady. The old lady ran to the **village** market. She bought all the carrots and tomatoes and ran back to her **cottage**. She chopped the vegetables quickly and gave them to Peter. “I can’t wait to taste your stone **stew**, you can’t cook a stone,” she said, “That is impossible!” she laughed.



The water and vegetables boiled and boiled.

Peter continued stirring with the **large** spoon.

After a while, he tasted the **mixture**.

“Yum, yum,” he said, “This is delicious, but, we need some more vegetables from the market.

I think if we add:

green pepper,

potatoes,

egg plants,

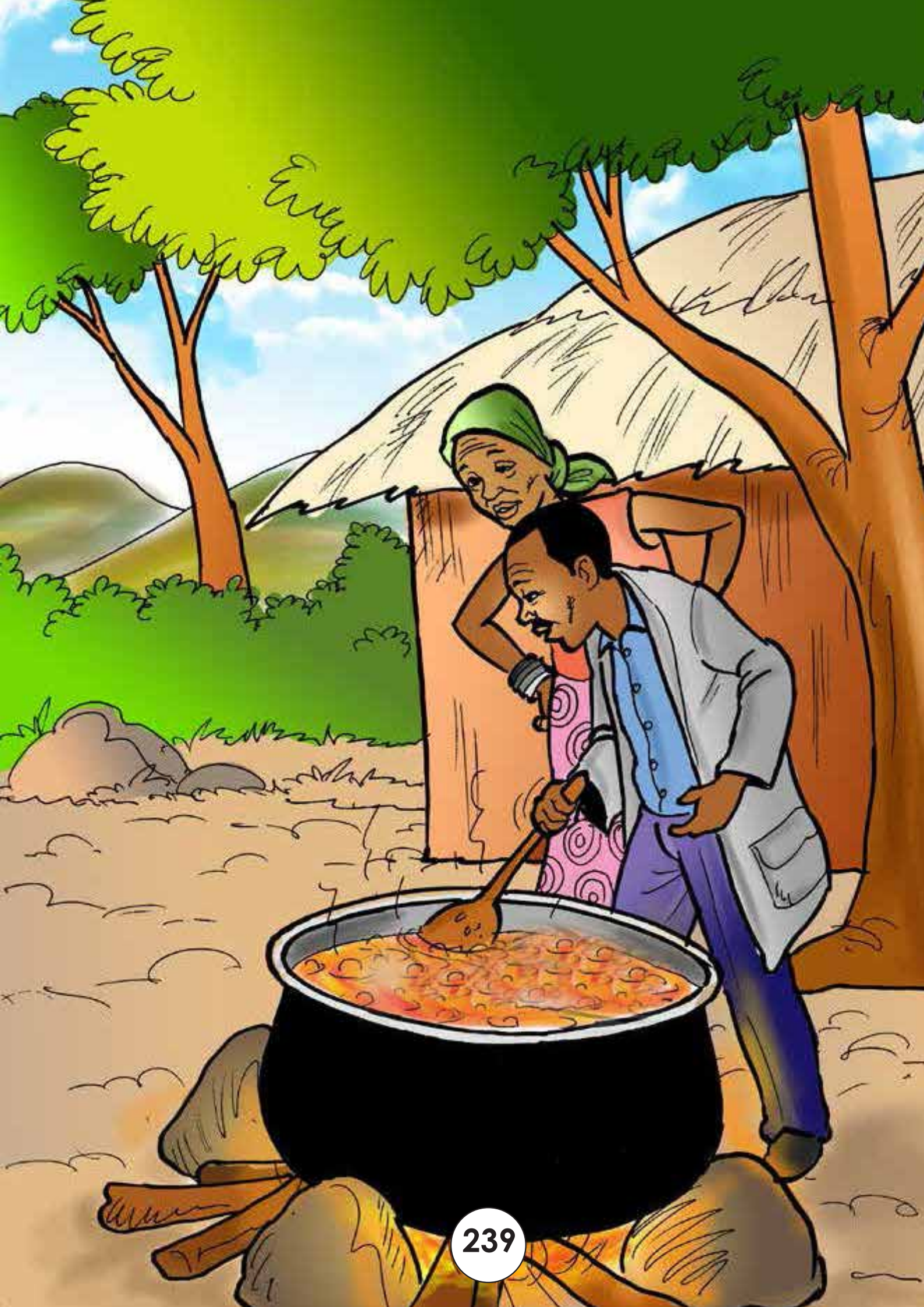
cabbages,

bananas

and bones it will taste even better.”

The old lady picked up her handbag and ran down the road. “Where are you going?” shouted Peter. “I’m going to the market,” she said,

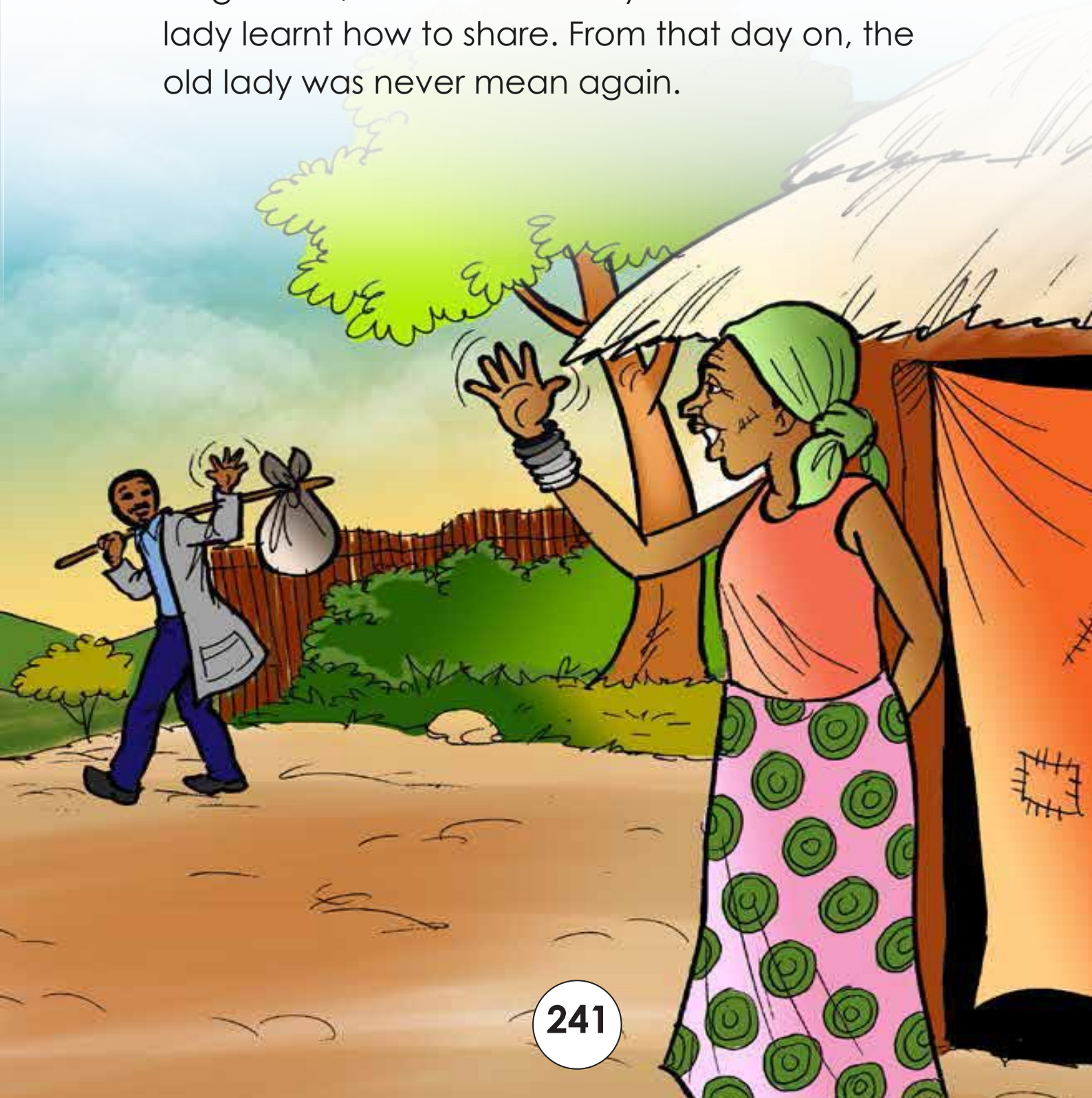
“I’m going to buy green peppers, potatoes, egg plants, cabbages, bananas and bones,” she shouted.



The old lady came running back from the market. She chopped the vegetables and gave them to Peter. "I can't wait to taste your stone **stew**, you can't cook a stone!" she said, "That is impossible!" she laughed. Peter stirred the water, vegetables and bones with the big **large** spoon. After a while, he tasted the **mixture**. "Yum, yum," he said, "The stone **stew** is ready." The old lady brought two big plates. Peter served the hot, stone **stew**. They ate and ate until they were full.



“I must go,” said Peter, “Thank you for helping me cook my stone **stew**,” he said, “May I have my stone please?” The old lady gave Peter his special stone and said good bye. The old lady looked at the pot of stone **stew**. She saw that she still had lots of stew. “I should share this **stew** with my neighbours,” said the old lady. That is how the old lady learnt how to share. From that day on, the old lady was never mean again.



Glossary

Hedges: A row of closely planted shrubs or low-growing trees forming a fence.

Cottage: A small simple house, especially in a rural area.

Growled (verb to growl): To speak in an angry manner.

Stew: A dish cooked by boiling, especially a mixture of meat or fish and vegetables.

Large: Having a relatively great size, quantity, extent, big etc.

Pinch: To press something, tightly between two surfaces, especially between a finger and the thumb.

Salty: Containing, or seasoned with salt.

Mixture: Something that consists of different elements.

Village: A small group of houses in a rural area.

Comprehension Questions



1. Who is the man in the story?
2. Why does Peter knock at the old lady's door?
3. What does Peter use the stone for?
4. How does Peter cook the stone stew?
5. How does the story end?

John and Michael go to the Market



John and Michael are twin boys. They look alike and sometimes they wear the same clothes. John and Michael are good friends but sometimes they **argue** and shout. Mother and Father are tired of the twins **arguing**. "Stop shouting!" Mother says every day. "You must learn to work together," Father says. Mother and Father do not know what to do.





One night, after the twins went to bed Mother thought of a plan. The next morning she woke up early and walked to the market. She talked to the shopkeepers and gave them some money. She told them her plan and then walked home.

She called the twins into the kitchen. "John and Michael, I have written a shopping list. You must go to the market and buy some things," she said. She handed them the shopping list and a basket, "You must work together to find everything."

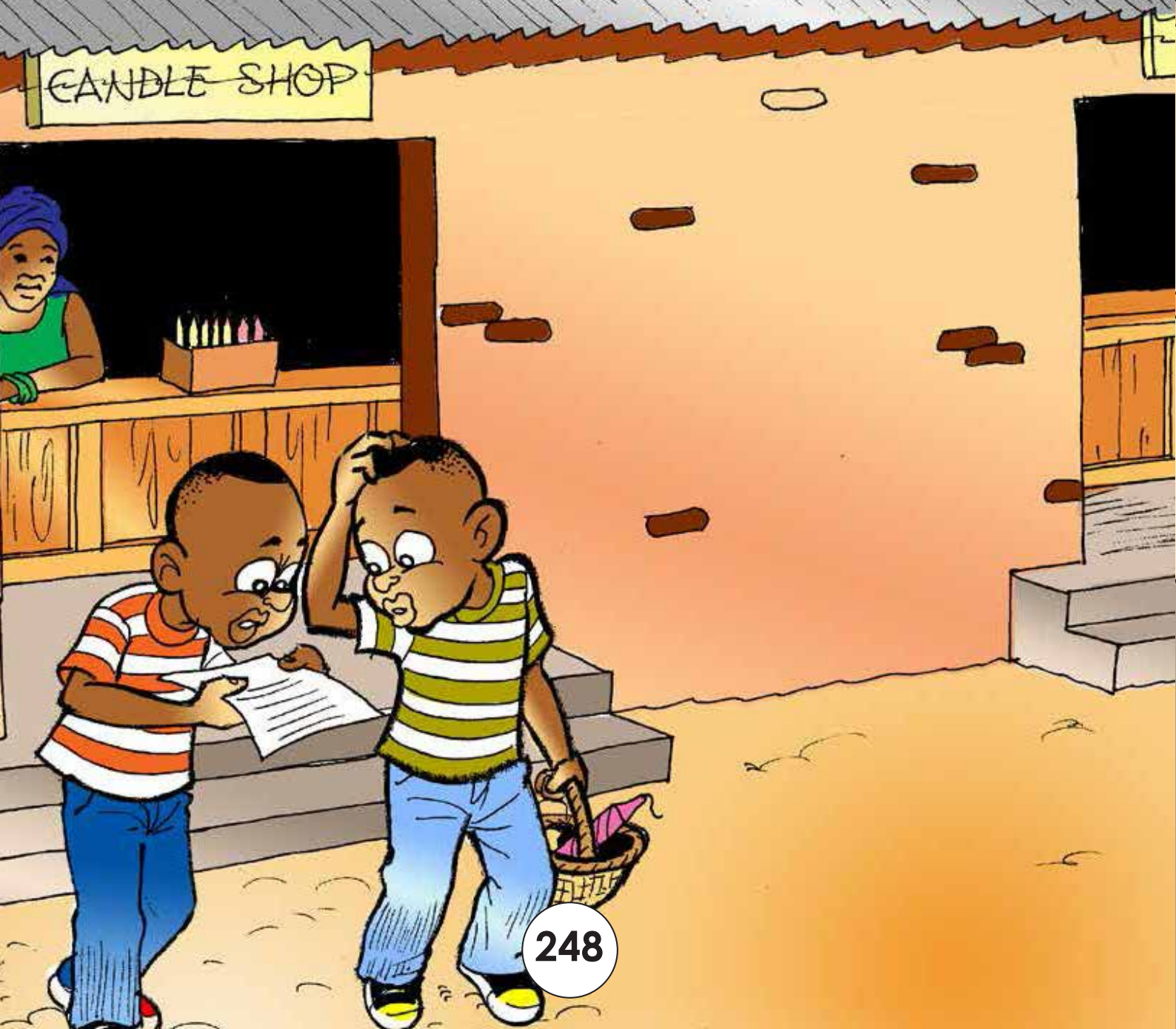
The twins walked to the market. They stopped **near** the gate. Michael started to read the shopping list, "When it's **dark** in the night, these give us light." "When it's **dark** in the night, these give us light," repeated John. "This is not a shopping list," said John, "This is a **riddle**." John and Michael stood at the market gate thinking.



“Candles!” Michael shouted suddenly. “Mother wants us to buy **candles!**” “Where can we find candles?” John asked. “They’re over here,” said Michael. “Follow me!” The twins ran through the market. They ran past the stalls where they **sell** baskets. They ran in between the stalls where they **sell** pots and pans. They found the stall where they **sell candles**. The shopkeeper looked at the twins and smiled. “You must be John and Michael,” she said. John and Michael nodded their heads. “Your mother came this morning and told me to give you this.” She handed the twins two **candles** and a piece of paper.



The twins read the **clue** together, "Now you're on your second **clue**! You will find these inside your shoes," they read. "You will find these inside your shoes?" repeated John. "My feet are inside my shoes," he said. "Yes," Michael agreed, "but we can't buy feet in the market." "You're right!" said his brother, "What about socks?" "Great idea! Where can we find socks?" Michael asked. "They're **near** the gate," said John, "They are behind the **stall** where they sell shoes," he answered.



The twins laughed as they **skipped** to the **stall** where they sell socks. The shopkeeper looked at the boys and smiled. "You must be John and Michael," she said. John and Michael **nodded** their heads. "Your mother came this morning and told me to give you this," She handed the twins two pairs of socks and a piece of paper.



Michael read slowly, "In a house or in a **store**, you only find these on the floor." "In a house or in a **store**, you only find these on the floor?" Michael repeated. "Well, what is on the floor in our house?" asked John. " Mats!" they shouted together. "Where can we find mats?" wondered John. "They're between the **stall** where they sell bed sheets and chairs," Michael answered. He **grabbed** his brother's hand and started walking towards the **stall** where they sell mats. "Come on!" he said.

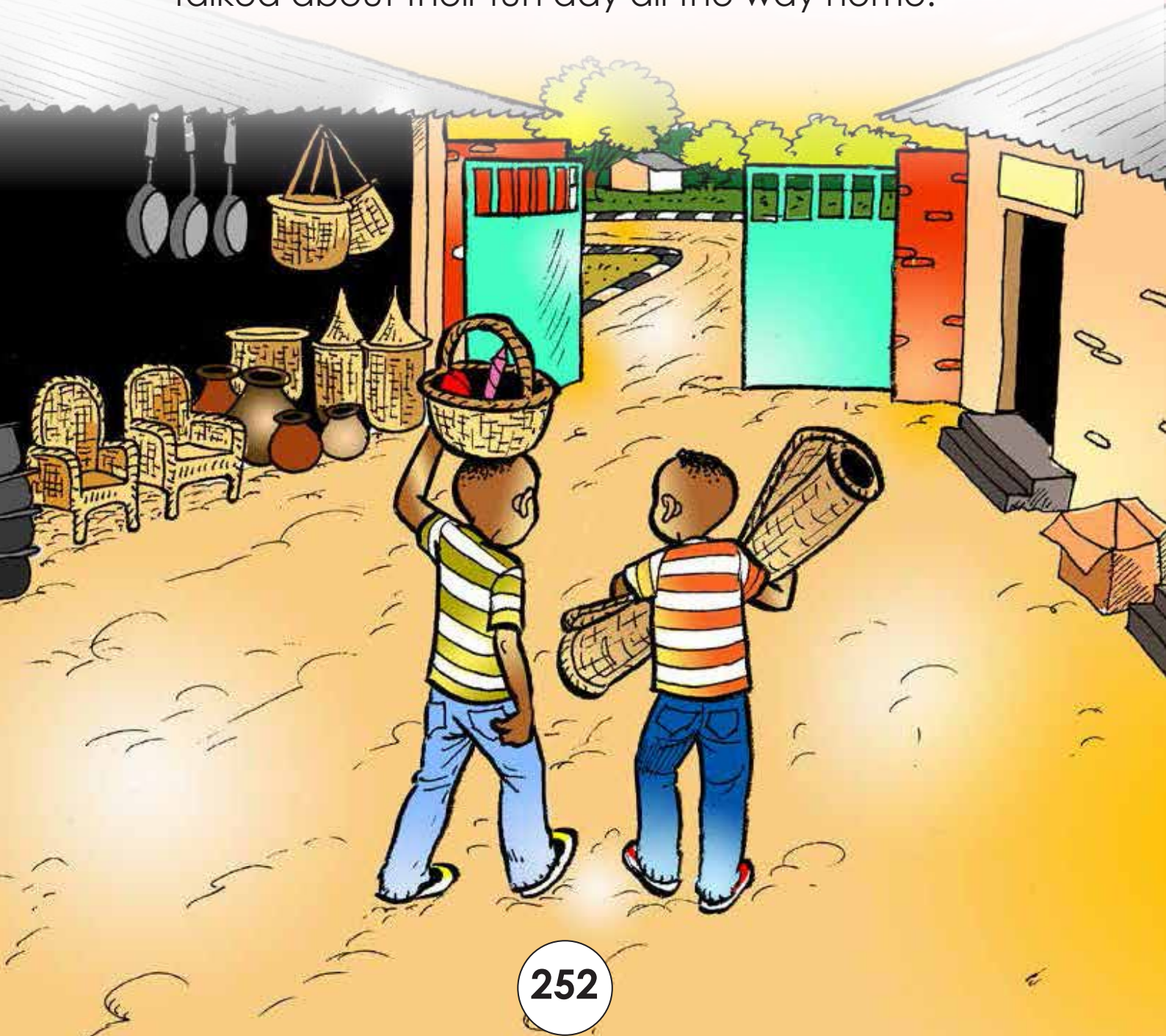


The shopkeeper looked at the boys and smiled. "You must be John and Michael," she said. John and Michael **nodded** their heads. Your mother told me to give you this," She handed them a mat and a piece of paper. "Now that you have walked, skipped and run, go back to the place where this game began," they read together. "Now that you have walked, skipped and run; go back to the place where this game began," read Michael. "I know the answer," said Michael, "The answer is home!"



"We must go home." John and Michael walked through the market. They walked past the stalls where they sell bed sheets and chairs.

They walked between the stalls where they sell socks and shoes, They walked past the **candles** and matches. They walked past the stalls where they sell pots and pans, baskets and mats. They walked through the market's gate. The twins talked about their fun day all the way home.



Mother greeted her sons at the door. "How was your day at the market?" she asked. "It was great!" said John happily. "Yes," agreed Michael, "We brought a mat, two **candles** and two pairs of socks." "Did you learn how to work together?" asked Mother. "Yes," said Michael. "Did you shout at each other?" asked Mother. "No," said John. "Then I don't need anything else," said Mother, **hugging** her sons.



Glossary

Stall: A stand, booth or compartment for the sale of goods in a market or large covered area.

Argue: To engage in a quarrel or dispute.

Near: Close in time, space, position.

Dark: Lacking or having very little light.

Riddle: A question or statement requiring thought to answer or understand.

Candles: A solid, usually cylindrical mass of wax, or other fatty substance that is burned to provide light.

Clue: Something that serves to guide or direct in the solution of a problem or mystery.

Skipped (verb to skip): To move by hopping on one foot and then the other.

Nodded (verb to nod): To lower and raise the head quickly, as in agreement or acknowledgment.

Store: A stock or supply reserved for future use.

Grabbed (verb to grab): To take or grasp suddenly.

Hugging (verb to hug): A close, affectionate embrace.

Comprehension questions



1. Who are the boys in the story?
2. Why do John and Michael look alike?
3. What does mother give them?
4. Where does mother tell them to go?
5. What did the twins get at the market?

How to Bake Banana Bread



Introduction – Learning About Food

Cooking food with a little help from a parent is a great way to learn about food. In this story you will learn how to make cooking safe and fun. You will also learn how to bake banana bread.

Being Safe in the Kitchen

Kitchens can be **dangerous** places.

It's easy to get hurt in the kitchen if you're not careful. Sharp knives can cut you. Hot stoves can burn you. It is important to stay safe while you cook. Before you start cooking, it is a good idea to learn a few rules to follow in the kitchen.

Before working on any **recipe**, get **permission** to work in the kitchen. If your recipe uses knives, always have an adult to help you when you are cooking. Use oven gloves when handling hot pots, pans, or baking trays. Never try to light a stove, only an adult should do this.





What Should You Wear?

Wearing an **apron** will keep your clothes clean.
If you don't have an **apron**, an old shirt will do.
Don't wear anything that's big and loose.
Long **sleeves** or clothes can catch fire.

Keeping Germs Out Of The Kitchen

A big part of **safe** cooking is keeping the cook and the kitchen clean.

You want to keep the **germs** which can make you sick out of your food.

Always wash your hands with soap and water before you begin cooking.

You also can fight **germs** by keeping your table clean and dry.

Remember to wash them with soap and warm water after you finish cooking.



Reading a Recipe

Reading a **recipe** isn't like reading a book.

It's a set of instructions for preparing food or drink. Once you know how to follow a **recipe**, you can start cooking. The **recipe** name tells you what you'll be making. Some recipes also have pictures or drawings to show you what the food will look like when it is cooked.

Baking Banana Bread.

Banana **bread** is an easy snack to eat. Bananas are healthy food. They give us energy.

This **recipe** will make 16 slices of banana bread.

Ingredients: This is a list of all the items you will need to bake banana bread. To bake banana bread you will need:

- 2 eggs
- 2 cups of flour
- 2 teaspoon baking powder
- $\frac{1}{4}$ teaspoon baking soda
- $\frac{1}{2}$ teaspoon salt
- $\frac{1}{3}$ cup vegetable oil
- $\frac{2}{3}$ cup of sugar
- 3 bananas



Equipment and supplies:

- oven or stove
- measuring cups and spoons
- **spatula**
- small bowl
- medium-size bowl
- large bowl
- baking pan

Baking Banana Bread

1. Preheat the oven to 350°F (180°C).
2. Beat eggs well in a small bowl.
3. In a medium-size bowl, mix the flour, baking powder, baking soda, and salt.
4. In a large bowl, add the vegetable oil, add the sugar a little bit at a time, and continue beating until the mixture is **fluffy**.
5. Add the eggs to the mixture in the large bowl and beat well.
6. Add some of the flour to the large bowl and beat well. Then add some of the mashed bananas and beat some more. Continue adding flour, then bananas, then flour, then bananas, until everything is mixed.
7. Pour the mixture into the baking pan. Bake for 70 minutes.
8. **Flip** your banana bread out of the pan, let it cool for a bit, and cut it into slices to eat and share!



Glossary

Dangerous: Able or likely to cause physical injury.

Recipe: A set of directions with a list of ingredients for making or preparing something, especially food.

Permission: Authorization to do something.

Apron: A cloth, usually fastened in the back, worn over all or part of the front of the body to protect clothing.

Sleeves: A part of a garment that covers all or part of an arm.

Safe: Free from danger or injury; unhurt.

Germs: A component of a mixture or compound.

Oven: An enclosed compartment, usually part of a cooker, for cooking and heating food.

Fluffy: Light in texture and containing air.

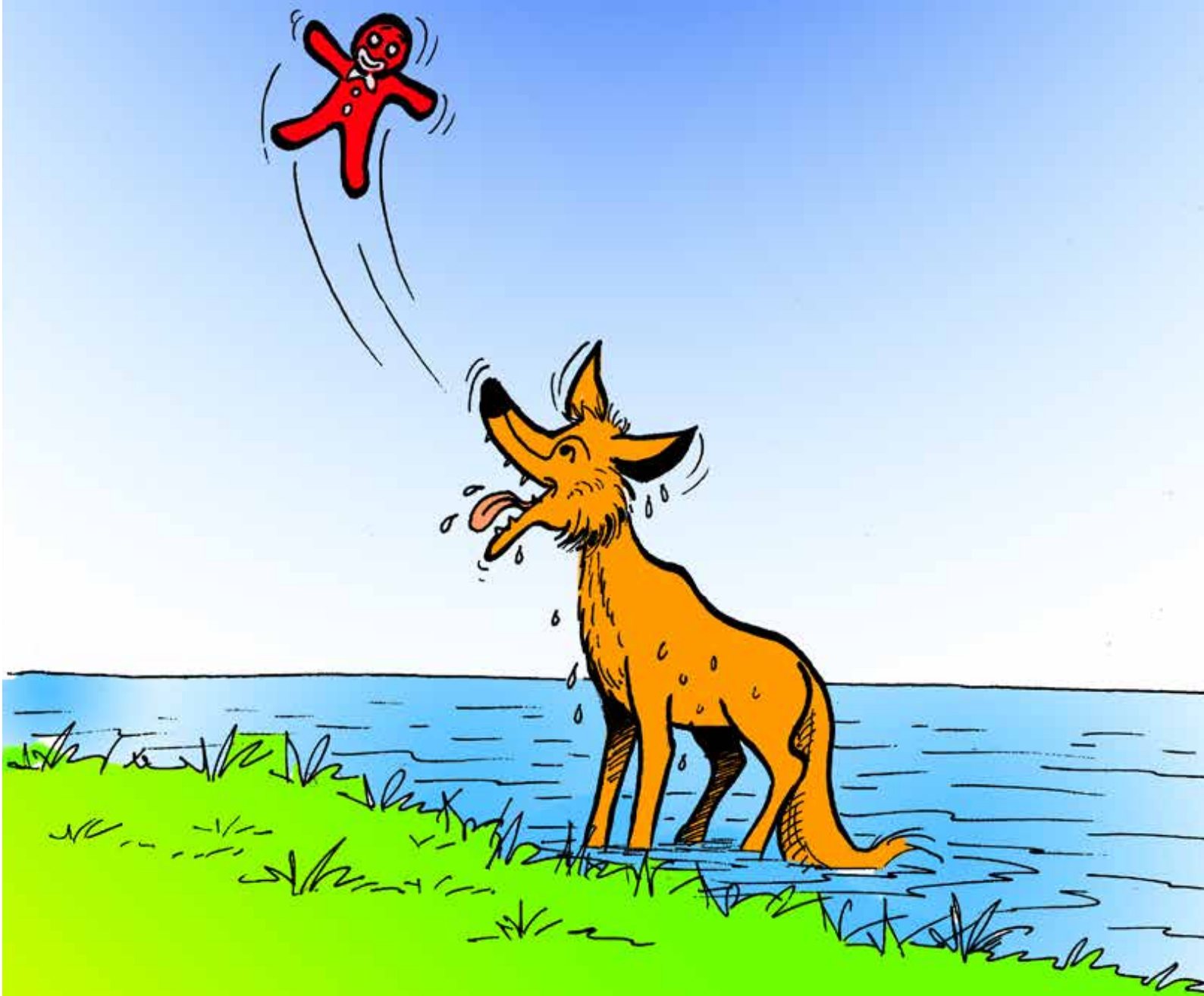
Flip: Turn over or cause to turn over with a sudden quick movement.

Comprehension questions



1. What is being baked in the story?
2. Who should we cook with?
3. Why should we be careful in the kitchen?
4. How do we keep germs out of the kitchen?
5. What are the ingredients for banana bread?

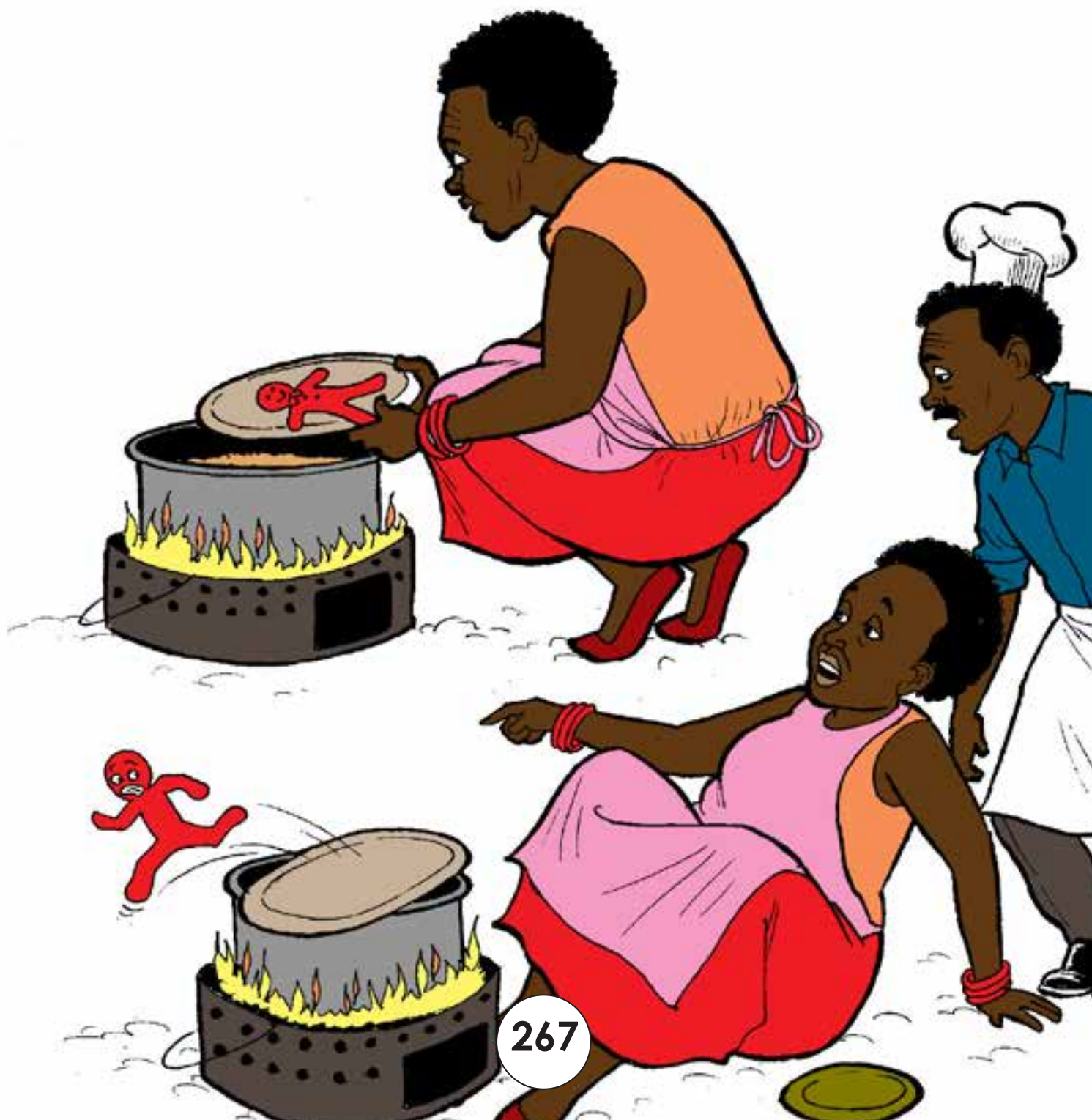
The Gingerbread Man



Once upon a time, there was a little old woman and a little old man who lived in a little cottage. One day, the little old lady decided to make a **gingerbread man**. The little old man got the oven ready and the little old lady started baking.



The little old lady carefully placed her **gingerbread man** in the oven to bake. Soon, there was a noise coming from the oven! It was the **gingerbread man**. He ran out of the oven and straight out of the front door.





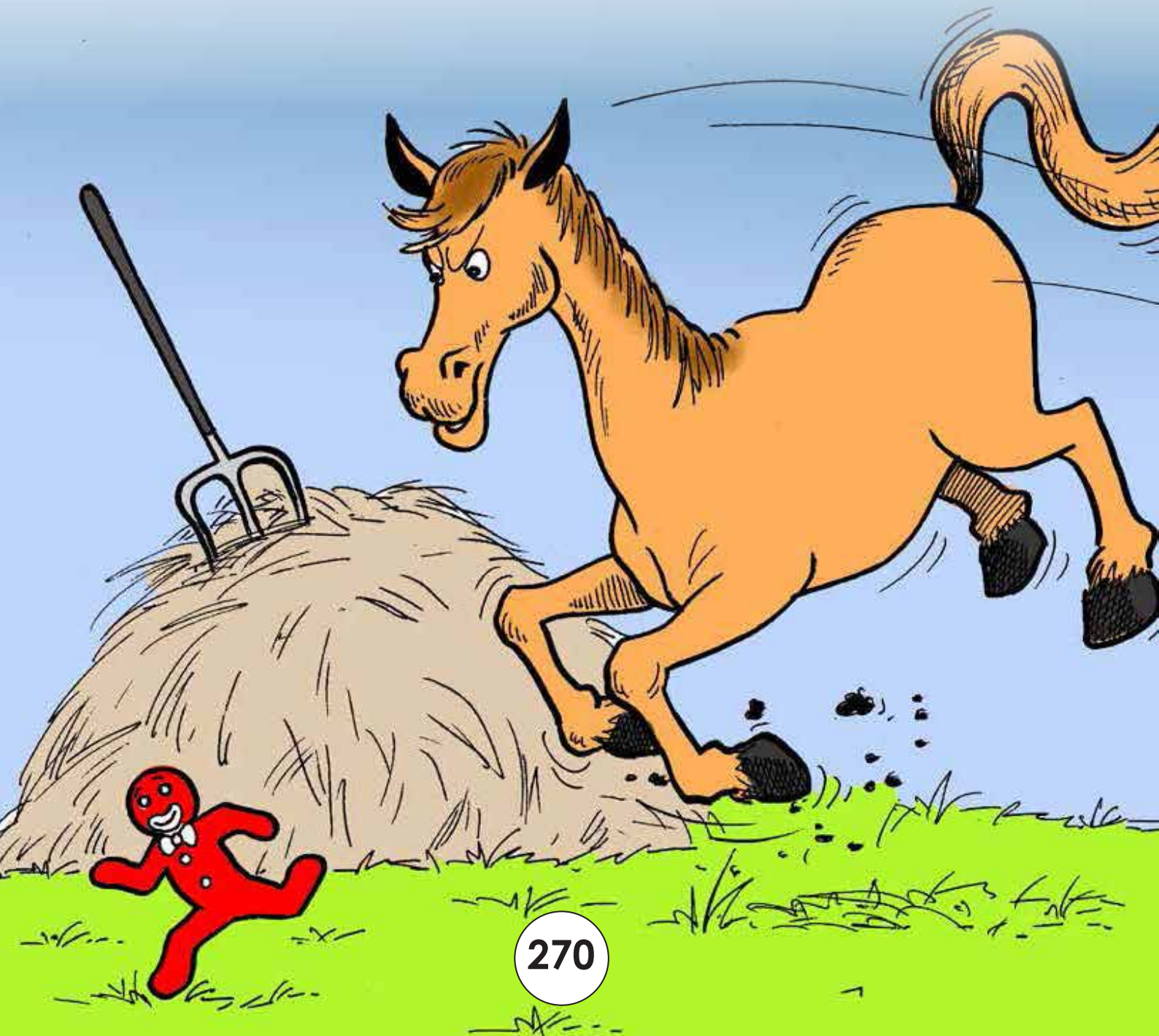
"Stop, little **gingerbread man**!" cried the little old man and the little old woman. But the **gingerbread man** would not stop! The **gingerbread man** did not want to be eaten, so he shouted...

"Run, run, as fast as you can. You can't catch me, I'm the **gingerbread man**!" And off he ran, all the way along the **lane** to the garden gate.

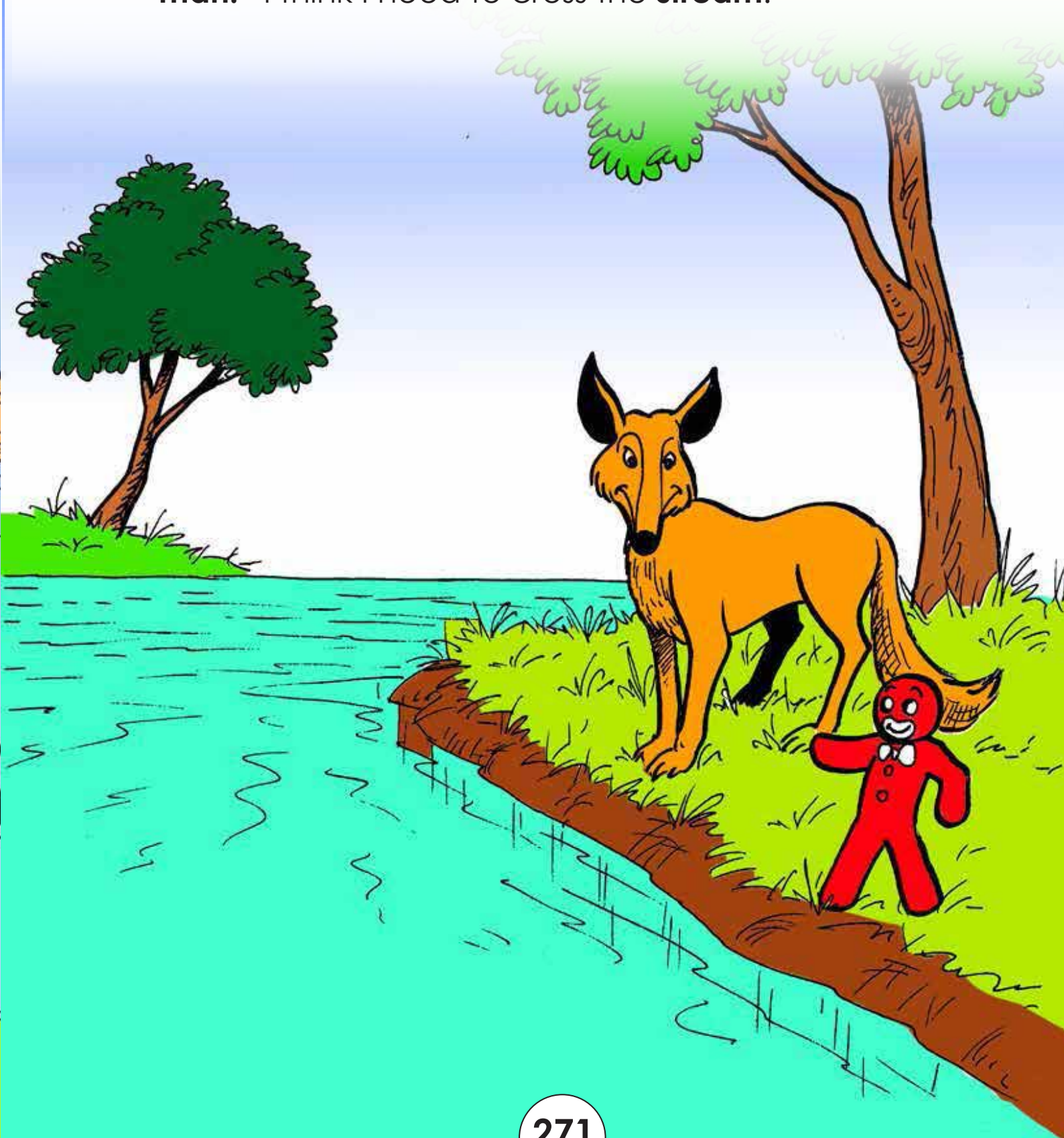
Soon he came to a cow's **field**. "You look tasty," said the cow, " I think I'll eat you for my tea!" "You will have to catch me first!" shouted the gingerbread man. "Run, run, as fast as you can! You can't catch me, I'm the **gingerbread man**!"



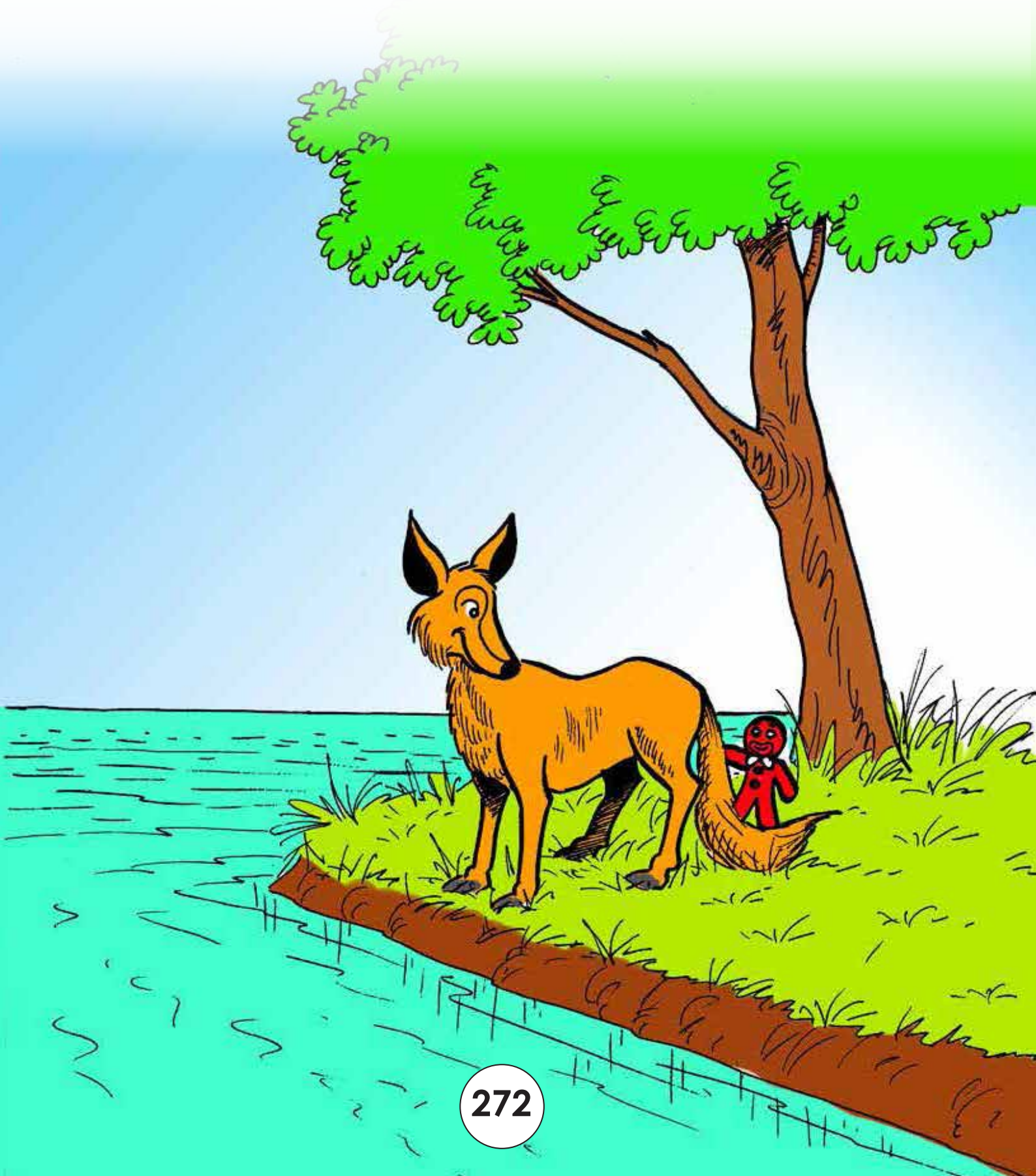
Next, the **gingerbread man** came to a horse in a stable. "You look **tasty**," said the horse, " I think I'll eat you for my tea!" "You will have to catch me first!" shouted the gingerbread man. "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!" And off he ran towards the **stream**.



At the edge of the **stream** stood an old **sly** fox.
“Why are you running away?” asked the **sly** fox.
“They all want to eat me!” said the **gingerbread man**. “I think I need to cross the **stream**!”



"I can help you," said the fox, "You can hold onto my tail while I swim across." And that's just what the **gingerbread man** did. "I'm so pleased I met you!" exclaimed the gingerbread man.



They had been swimming for a little while when, all of a sudden, the gingerbread man shouted, "My feet are getting wet!" "Then jump on my back," said the **sly** fox.



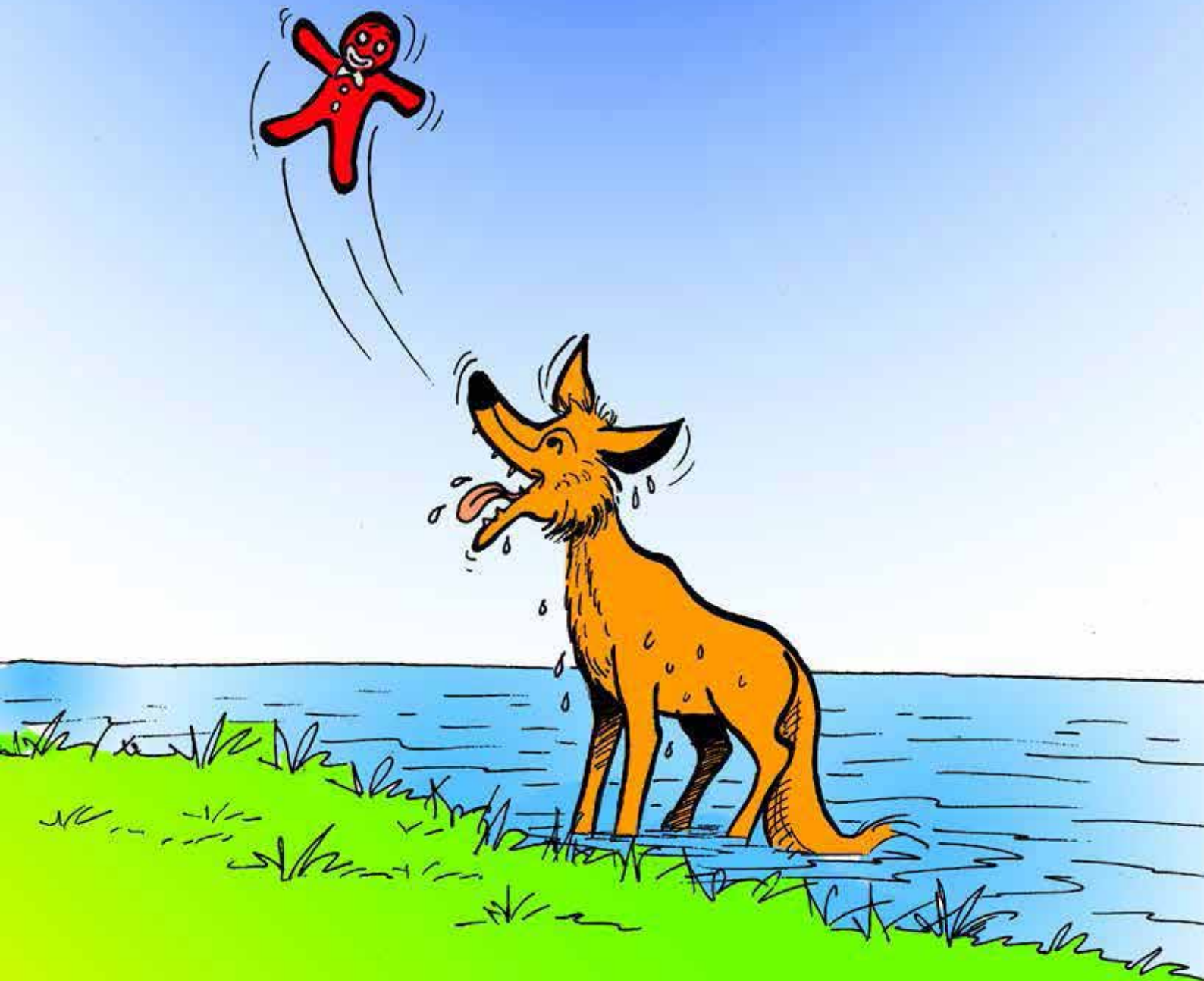
They swam a little further when.....

“Oh no! I’m getting wet again!” said the **gingerbread man**. “Well, jump on my ears,” replied the **sly** fox. But the **gingerbread man** was still getting wet. Eventually, the **sly** fox said, “Why don’t you jump on my nose?” So the gingerbread man jumped on the fox’s nose, but.....



...just as he did the **sly** fox **tossed** the **gingerbread**
man high into the air.....

..... and ate him up in one BIG, bite!



Glossary

Gingerbread man: A flat ginger biscuit shaped like a person.

Lane: A narrow road, especially in a rural area.

Field: An area of open land, especially one planted with crops or pasture, typically bounded by hedges or fences.

Stream: A small, narrow river.

Sly: Having or showing a cunning and deceitful nature.

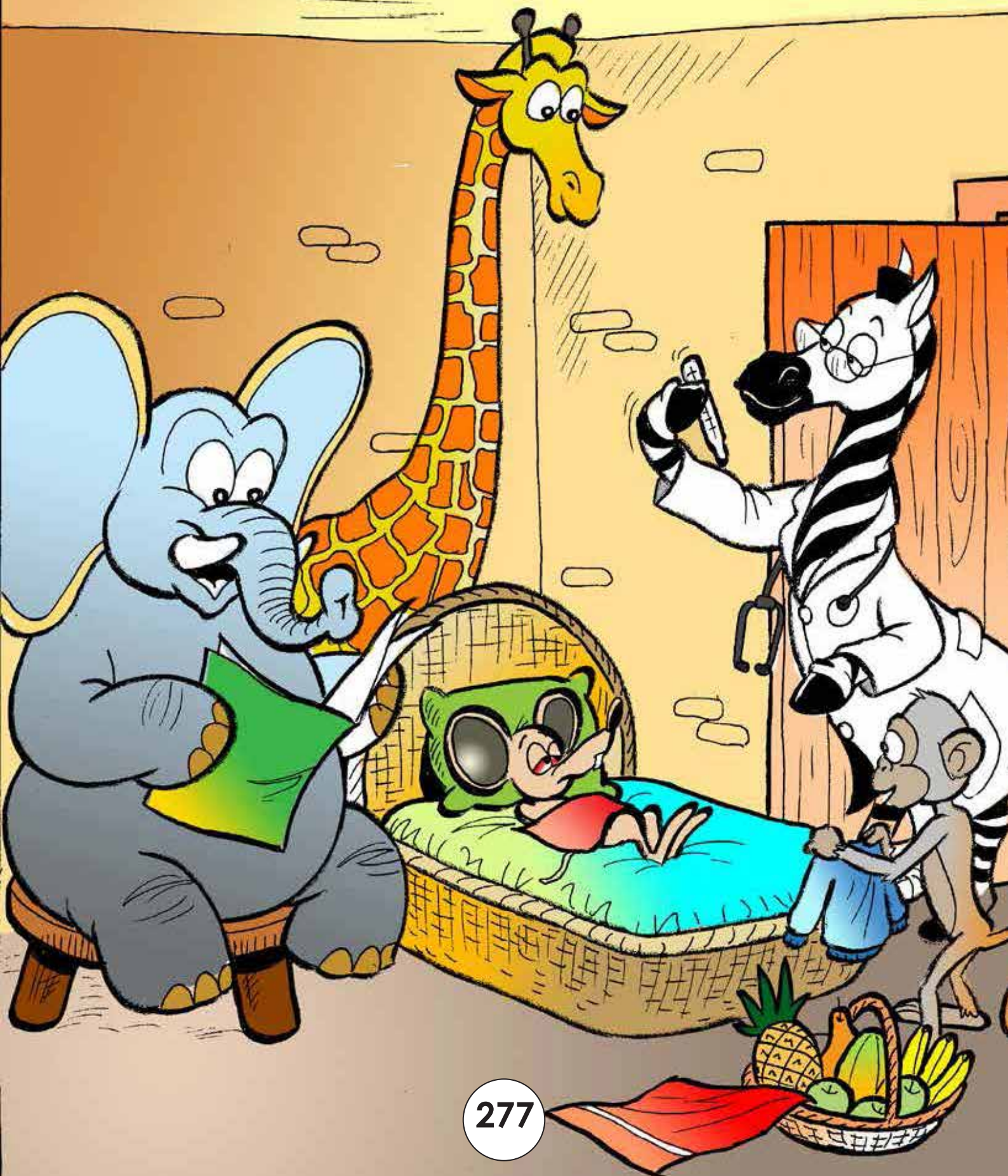
Tossed (verb to toss): Throw something lightly or casually up and let it fall.

Comprehension Questions



1. What did the little old woman decide to make?
2. Why did the gingerbread man run away?
3. Where did the gingerbread man meet the cow?
4. Who did the gingerbread man meet at the stream?
5. How did the fox trick the gingerbread man?

Mouse Gets a Cold



Once upon a time, a small, brown mouse lived in a big house with his good friends Giraffe, Monkey and Elephant. Mouse was a very happy little mouse. He was always joking and laughing.

One morning, Mouse woke up early.

He didn't feel happy.

He didn't feel like laughing and joking.

His head was sore.

His nose was runny.

His throat hurt.

He tried to call for help but he couldn't.

His voice was gone.

Something was wrong.

Mouse was sick.

His nose began to **twitch** and **itch**.

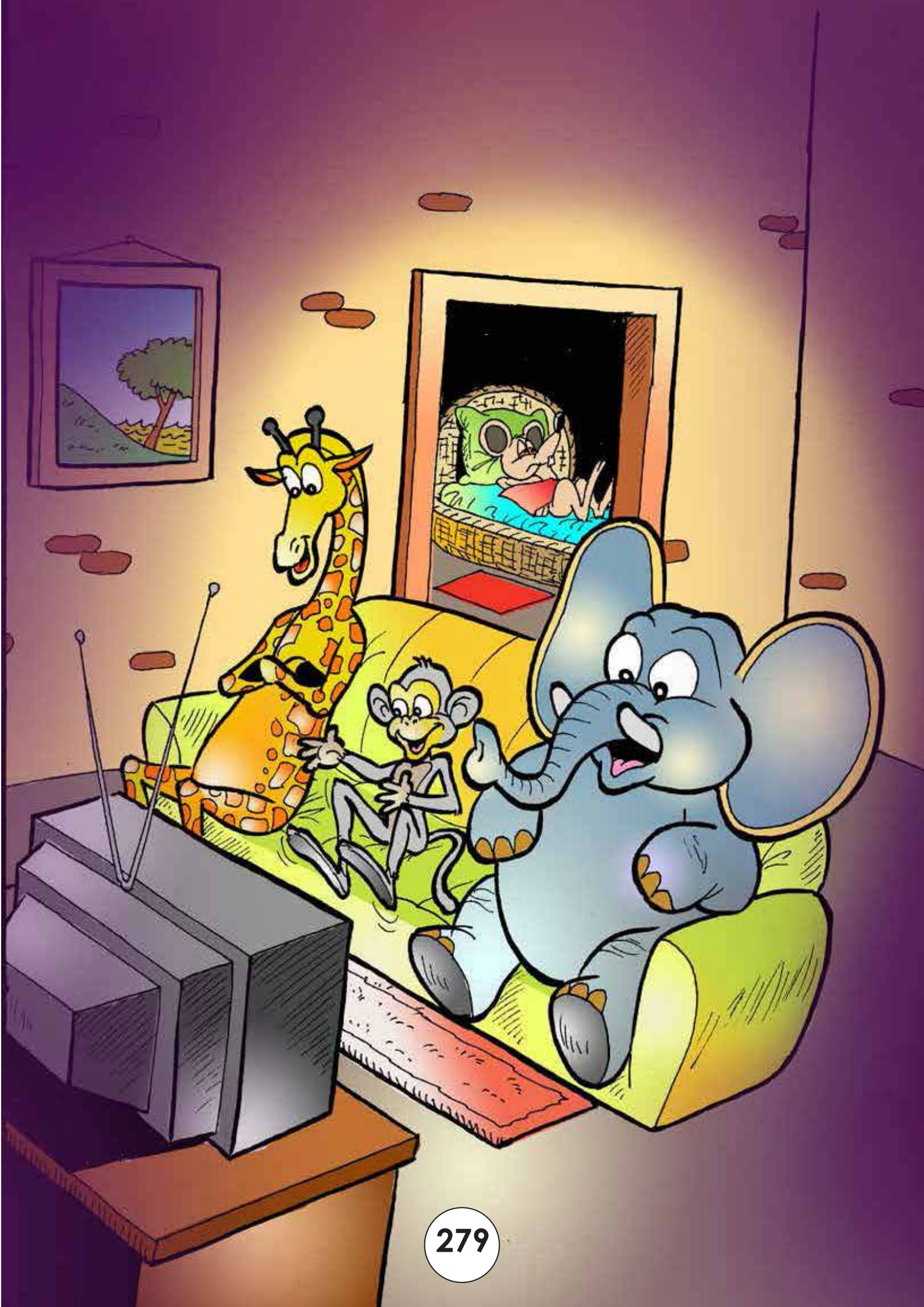
"Aachhooo!"

"Aaachooo!"

"Acchooooo!"

Poor Mouse started to **sneeze**.

The whole house shook when the little mouse **sneezed**.



Monkey, Giraffe and Elephant jumped in the air when they heard the loud noise. "What was that?" said Giraffe. "I don't know," said Monkey. "Me neither," said Elephant. "Let's go and see if Mouse is ok," suggested Giraffe. So off they went and knocked loudly on Mouse's bedroom door. Knock, knock, knock, knock. Slowly, Mouse opened his door. Poor Mouse, he wasn't laughing and joking, he wasn't happy. Poor Mouse started to cry.

"What's wrong Mouse?" asked monkey.

"Why are you crying?" said elephant.

"I have a cold," Mouse **wailed**.

"My head is sore, my nose is runny, my throat hurts."

"Aachhooo!"

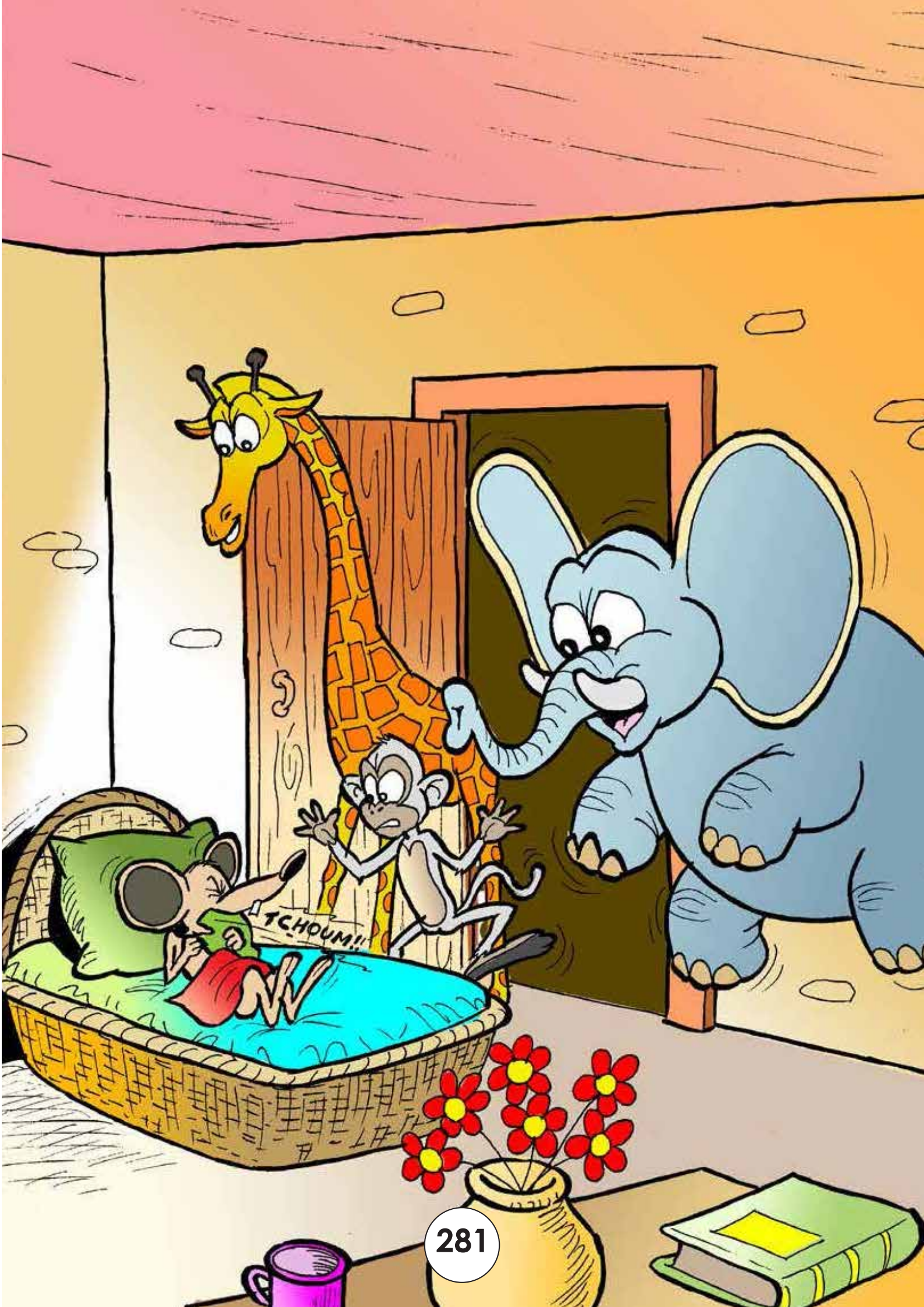
"Aaachooo!"

"Acchooooo!"

Mouse **sneezed** again.

Elephant jumped in the air and the whole house shook again. "Mouse, go back to bed," said Giraffe.

"Elephant and I will stay here and take care of you. Monkey, you have to go and talk to Dr. Zebra."



“Dr. Zebra,” panted Monkey, “Mouse has a cold and he can’t stop **sneezing**. His head hurts and he is crying. We are worried about him.” Dr Zebra **scratched** his head and then she said, “Monkey, don’t worry, Mouse just has a bad cold. I’ll go and visit him. Mouse will need some things to make him feel better. You must go to the market to buy some things. Here is a shopping list,” said Dr. Zebra.



Monkey ran to the market with the shopping list. Monkey went to the clothes stall and looked at the sweaters. "Hello," said Monkey, "Do you have a small sweater?" "Yes," said the shopkeeper, "I have a nice blue sweater."

Monkey went to the fruit and vegetable stall. "Our friend has a bad cold. Have you got any lemons?" "Yes," said the shopkeeper, "How many **kilograms** do you want?"

"How much is a **kilogram?**" asked Monkey.

"600 francs a **kilogram**," said the shopkeeper.

"I want two kilos, please," said Monkey.

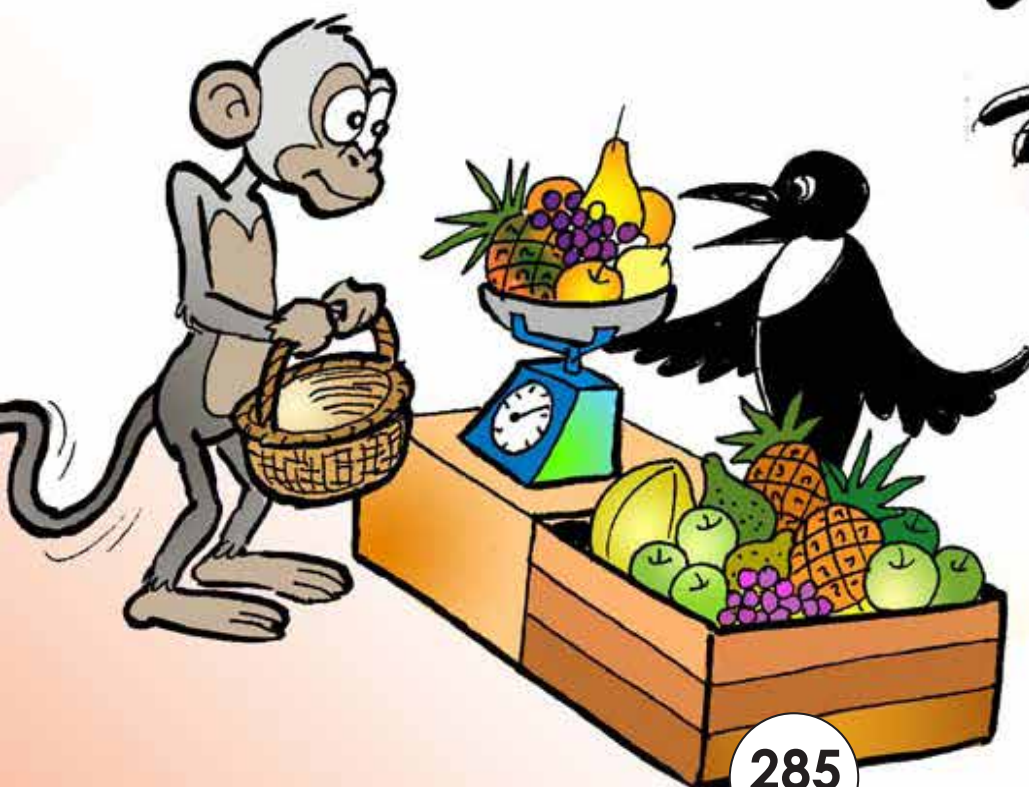
Monkey looked at the blankets and bed sheets.

"Do you have a blanket?" asked Monkey.

"Yes," said the shopkeeper, "I have a lot of blankets." The shopkeeper held up two blankets.

"Which one do you want?" said the shopkeeper.

"I want this one," said Monkey pointing at a small blanket.



Monkey walked to the **pharmacy**.

"Hello Gorilla," said Monkey, "Our friend Mouse has a bad cold. Have you got medicine to make him feel better?" "Yes," said Gorilla, I have pills for his **sore** throat, I have **syrup** for his cold. I hope he'll feel better soon." Monkey walked back to the house as quickly as he could.

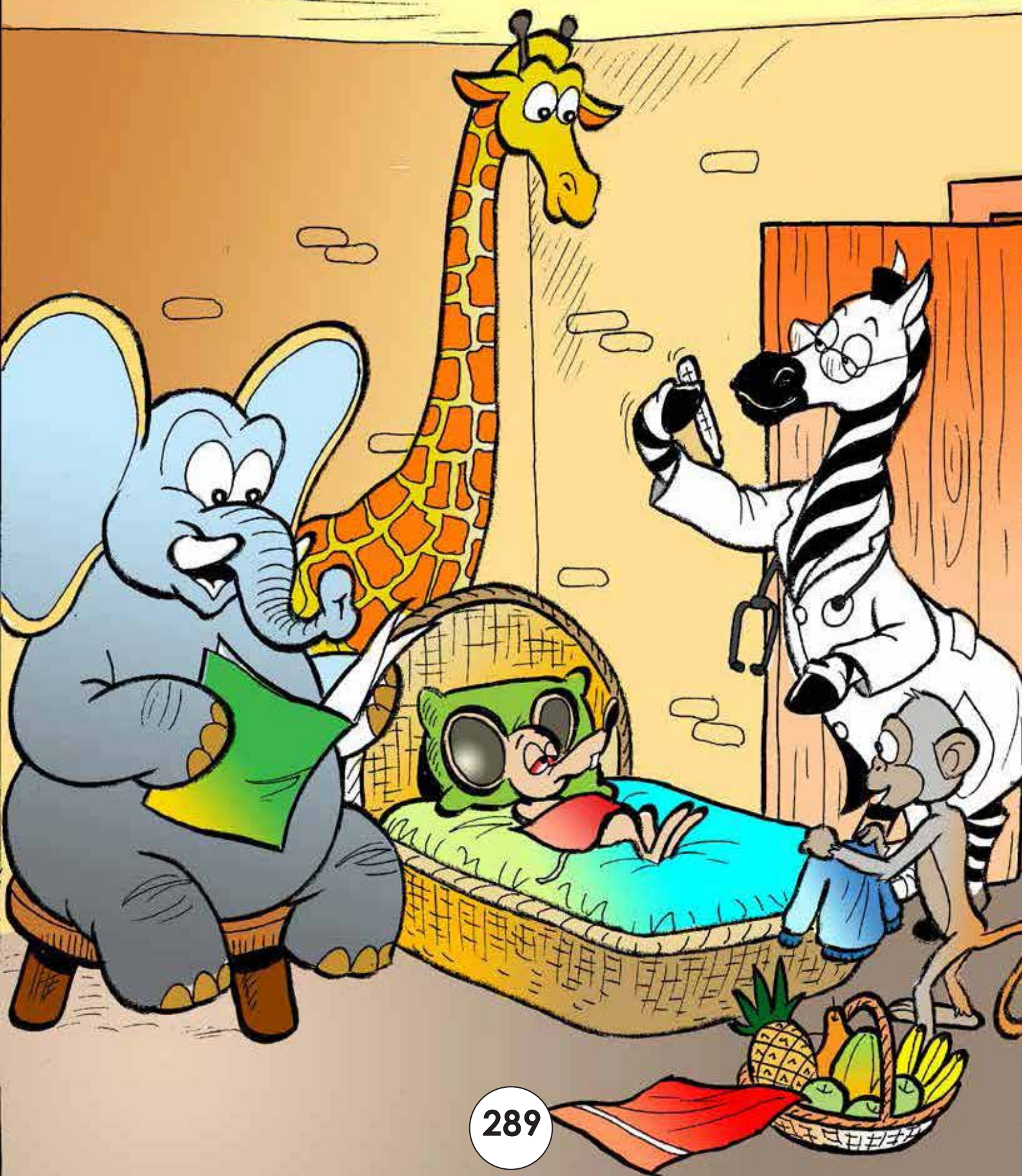


Dr. Zebra was stroking Mouse's head and taking his temperature. Mouse was looking very sad.

"I went to the market and bought some things to make you feel better, Mouse," said monkey.

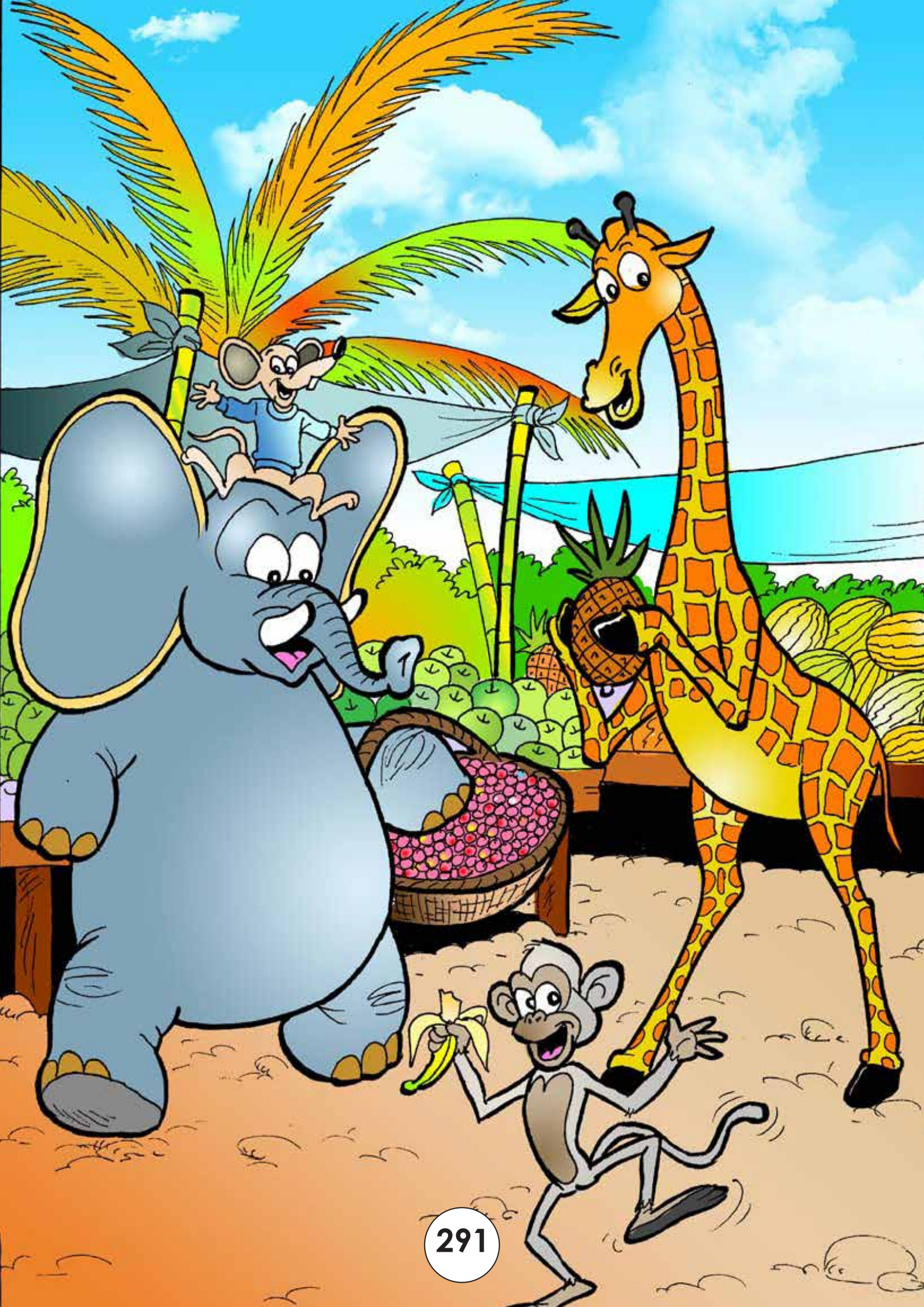
"I bought a sweater to keep you warm,
I bought lemons to make a hot lemon drink,
I bought medicine to make you better,
I bought a blanket for your bed."

Mouse gave them a sad little smile and nodded,
"Thank you," Mouse said.



Every day, the animals went back to the market to buy fruit and vegetables to make Mouse strong and healthy. After a few days, Mouse started to feel better. He stopped **sneezing**. He started laughing and joking. After three days, Mouse got out of bed. He walked to the market with Monkey, Giraffe and Elephant.

Mouse bought a pineapple for Giraffe. He bought bananas for Monkey and he bought groundnuts for Elephant. He thanked his friends for taking care of him when he was sick. Once again, he was laughing and joking just like before. Monkey, Giraffe and Elephant were very happy that their friend Mouse was feeling better.



Glossary

Twitch: Give or cause to give a short, sudden jerking or convulsive movement.

Itch: An uncomfortable sensation on the skin that causes a desire to scratch.

Sneeze: Make a sudden involuntary expulsion of air from the nose and mouth due to irritation of one's nostrils.

Wailed (verb to wail): Make a prolonged high-pitched sound.

Scratched (verb to scratch): Score or mark the surface of with a sharp or pointed object.

Kilograms: A unit of weight measurement.

Francs: Currency used in Rwanda.

Pharmacy: A place where medicine is sold.

Sore: Painful or aching part of one's body.

Syrup: A thick, sweet liquid made by dissolving sugar in boiling water, often used for medicine.

Temperature: The degree of internal heat of a person's body.

Comprehension Questions



1. Who had a cold in the story?
2. Where did Monkey get medicine for Mouse?
3. What did Monkey buy at the market?
4. Why were Monkey, Giraffe and Elephant happy?
5. What did Mouse do for his friends when he became better?

The Three Little Goats



Once upon a time, high up in the hills of Ruhengeri, there lived mother goat and her three little goats. The goats lived together happily for many years. Every day, the little goats ate the fresh, green grass to grow big and strong. Every day, the little goats grew and grew and grew. The little goats grew so big that one day Mother Goat said to them, "You are too big to live here any longer, you must go and build you own houses." Mother Goat gave each goat some money and sent them on their way. "Remember," said Mother goat, "Build strong, **brick** houses to keep you safe from leopards," she said as she waved goodbye.



The three little goats **trotted** down the hill into the market. When they entered the market gate, they saw stalls selling many different things. They looked around, but they could not find bricks anywhere.

Finally, the three goats saw an old pig selling straw. "Do you have any **bricks**?" asked the first little goat. "No, I don't have any bricks," the old pig replied, "But I have some **straw**." The little goat thought and said, "I will use **straw** to build my house **instead**." "How much is one **bundle** of straw?" he asked her. "One **bundle** of **straw** is 400 francs," said the old pig. "How many bundles do you want?" "I want 10 bundles," the first little goat answered. He gave the old pig his money and left the market to begin building his house.



The other two little goats continued to **search** the market for **bricks**. They could not find them anywhere. Finally, they saw a hen selling sticks and asked, “Do you have any **bricks**?” asked the second goat. “No, I don’t have any **bricks**,” the hen replied. “But I do have some sticks.” The little goat thought and said, “I will use **sticks** to build my house **instead**.” “How much is one **bundle**?” he asked the hen. “One **bundle** of sticks is 600 francs,” the hen replied, “How many **bundles** do you want?” “I want 4 **bundles**,” the second little goat answered. He gave the hen his money and left the market to begin building his house.



The third little goat continued to **search** the market for **bricks**. He looked left and right. He looked up and down. Finally, he saw a cow selling bricks. He greeted the cow and asked her, "How much is one bucket of bricks?" "One bucket of bricks is 1000 francs," the cow replied, "How many buckets do you want?" "I want 20 buckets," the third little goat answered. He handed the cow his money and left the market to begin building his house.



The young goats worked hard to build their houses. They went back to the market many times to buy **materials** for their new houses.

That evening, a leopard came walking down the road. When the little goats saw him coming, they ran inside and shut their doors. The leopard knocked on the first little goat's door and said, "Little goat, little goat, let me come in!"

"No, no!" shouted the first little goat, shaking inside his **straw** house.

"Then I'll huff and I'll puff and I'll blow your house down!" said the leopard. The leopard huffed and puffed. He huffed and he puffed until he blew the house down. The first little goat ran from the leopard. He ran down the road and into his brother's stick house.



The leopard followed the little goat to his brother's house. The leopard knocked on the second little goat's door and said, "Little goat, little goat, let me come in!" "No, no!" shouted the second little goat. "Then I'll huff and I'll puff and I'll blow your house down!" said the leopard. The leopard huffed and puffed. He huffed and he puffed until he blew the house down. The two little goats ran from the leopard and into their brother's **brick** house.



The leopard followed the little goats to their brother's house. The leopard knocked on the third little goat's door and said, "Little goat, little goat, let me come in!" "No, no!" shouted the third little goat. "Then I'll huff and I'll puff and I'll blow your house down!" said the leopard.

The leopard huffed and puffed.

He huffed and he puffed.

He huffed and he puffed.

Until the leopard felt sick.

The brick house was very strong and it would not fall down. This made the leopard very angry.

He knew the little goats were safe inside.

The leopard gave up and walked away.

The next day, the two little goats went to the market to buy **bricks** to build new houses.



Glossary

Brick: A small, rectangular block typically made of fired or sun-dried clay, used in building.

Trotted (verb to trot): Run at a moderate pace with short steps.

Straw: Dried stalks of grain, used especially as fodder or as material for thatching, packing, or weaving.

Instead: As a substitute or alternative to; in place of.

Bundle: A collection of things or quantity of material tied or wrapped up together.

Search: Try to find something by looking or otherwise seeking carefully and thoroughly.

Materials: The matter from which a thing is or can be made.

Comprehension Questions



1. How many little goats are in the story ?
2. What did mother goat give the three little goats?
3. What materials did the first little goat buy?
4. What animal wanted to eat the three little goats?
5. How did the story end?

The Little Hen





Once upon a time, a lamb, a cat, a pig, and a little hen lived on an old farm. One day the little hen went to the market to buy some **grains** of wheat. The next day she met the lamb, the cat and the pig.

“Where did you go yesterday?” said the pig.

“I went to the market,” said the little hen.

“What did you see?” asked the cat.

“I saw a lot of shops,” said the little hen.

“What did you buy?” asked the pig.

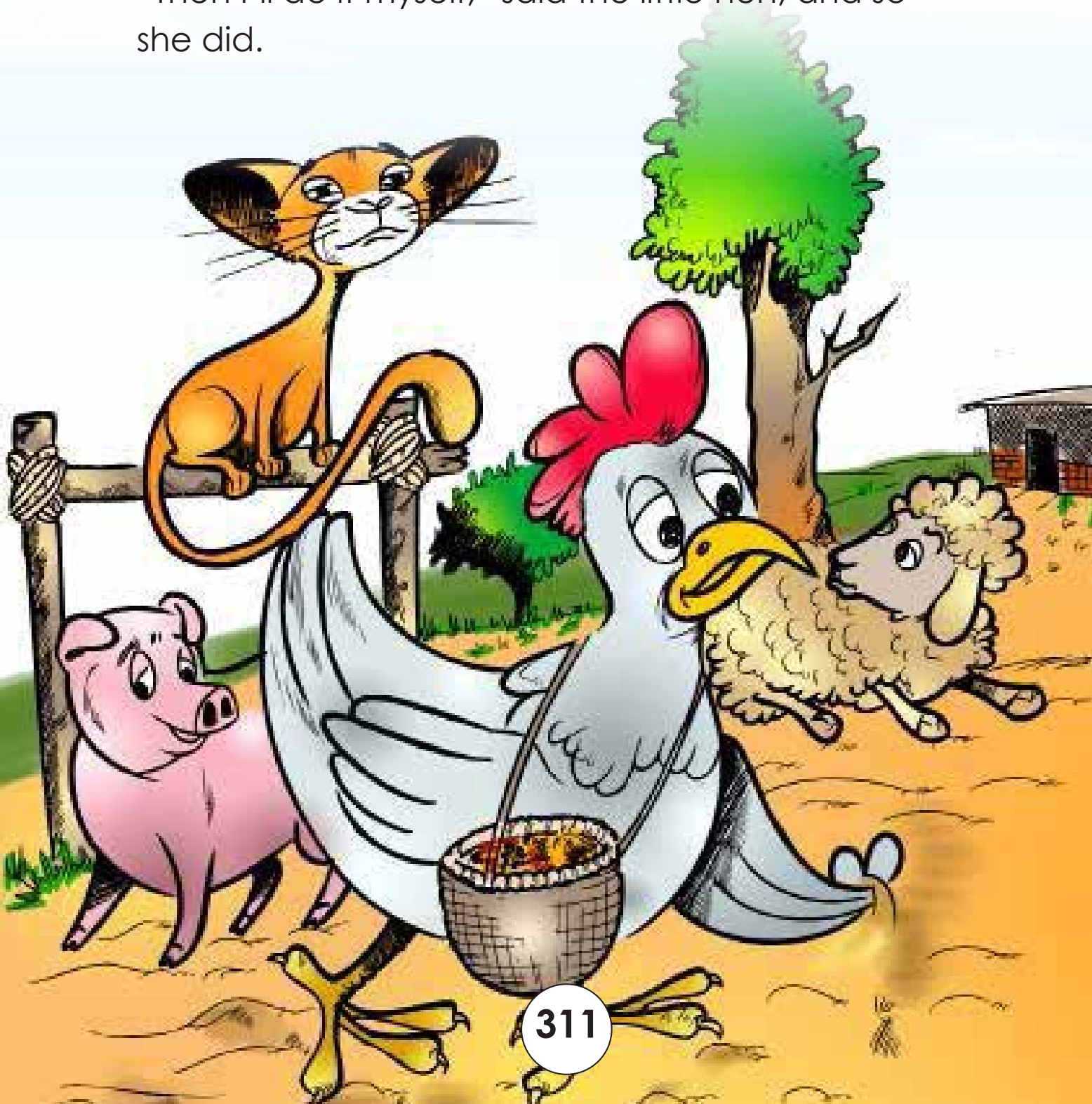
"I bought some **grains** of **wheat**!" she said to the other animals, "Who will help me **plant** these **grains** of wheat?"

"Not I!" said the lamb.

"Not I!" said the cat.

"Not I!" said the pig.

"Then I'll do it myself," said the little hen, and so she did.





The little hen knew that seeds need water to grow tall and strong. “Who will help me **water** these seeds?” asked the little hen.

“Not I!” said the lamb.

“Not I!” said the cat.

“Not I!” said the pig.

“Then I’ll do it myself,” said the little hen, and so she did.

The little hen **watered** the soil and waited patiently for the wheat to grow. When the wheat was tall and golden, she knew it was ready to be cut.

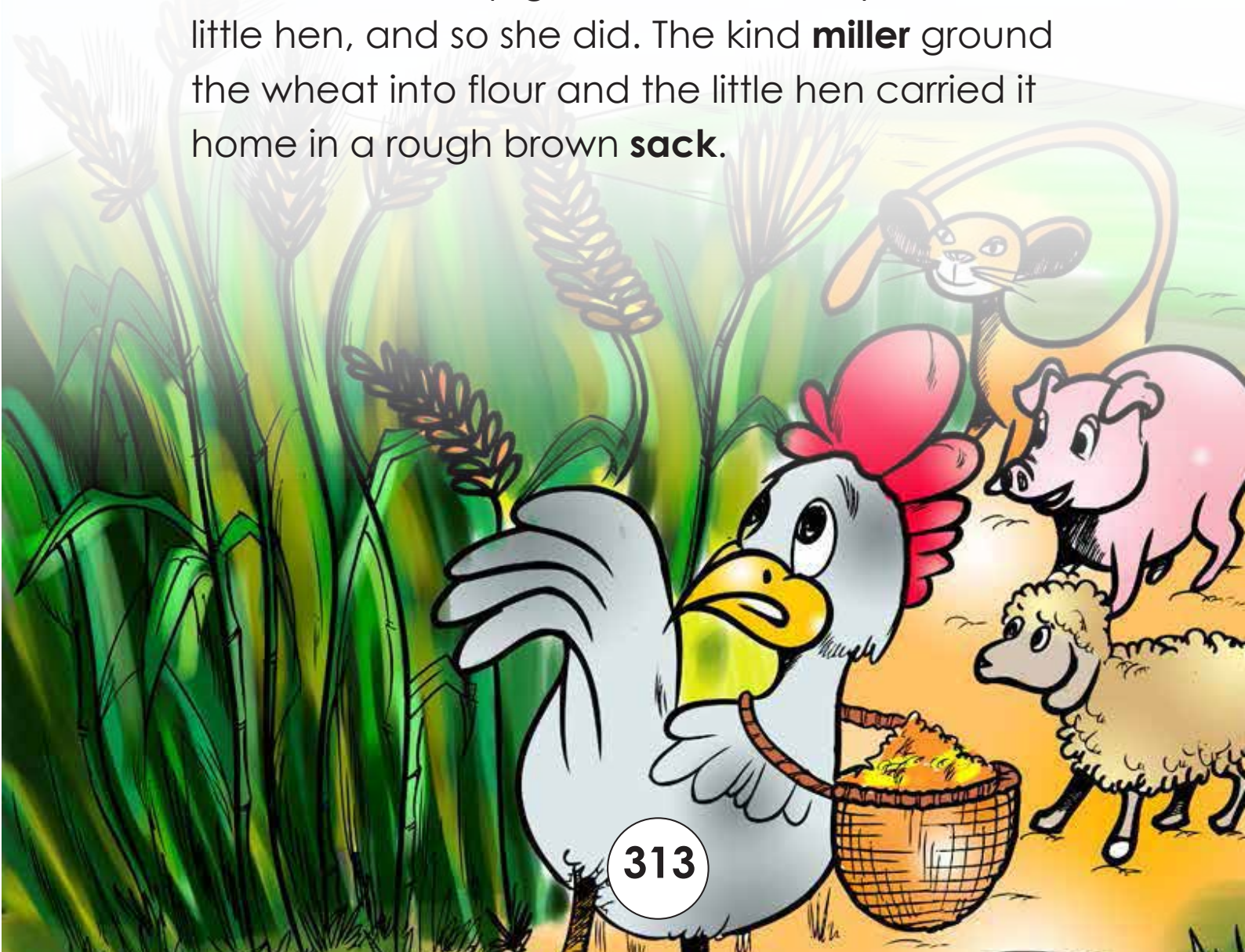
“Who will help me **harvest** the wheat?” asked the little hen. “Not I!” said the lamb.

“Not I!” said the cat. “Not I!” said the pig.

“Then I’ll do it myself,” said the little hen. And so she did. The little hen’s basket was soon filled with **wheat**. “Who will help me take the wheat to the **mill** to be ground into flour?” asked the little hen.

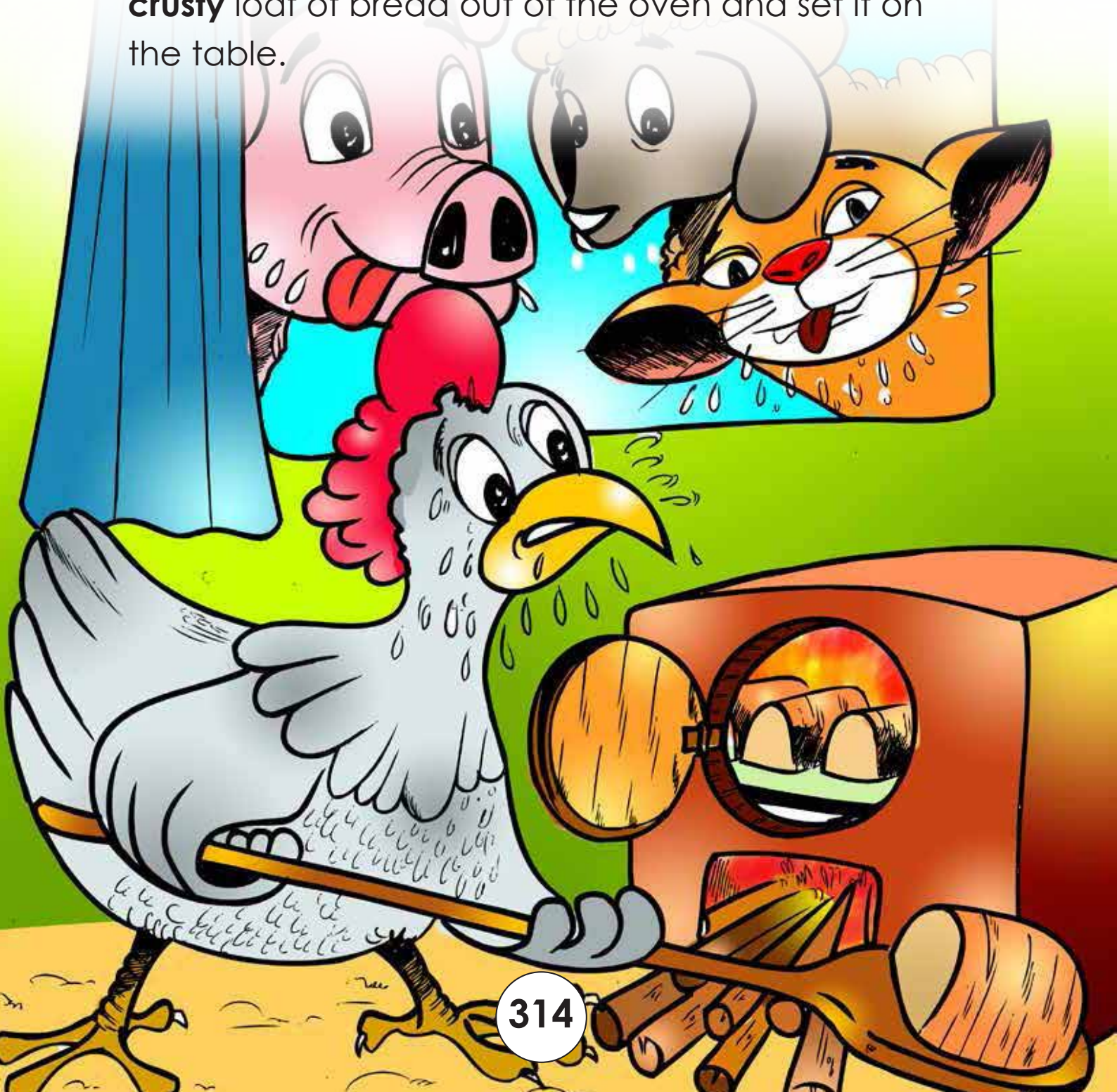
“Not I!” said the lamb “Not I!” said the cat.

“Not I!” said the pig. “Then I’ll do it myself,” said the little hen, and so she did. The kind **miller** ground the wheat into flour and the little hen carried it home in a rough brown **sack**.



“Who will help me bake bread?”

asked the little hen. “Not I!” said the lamb. “Not I!” said the cat. “Not I!” said the pig. “Then I’ll do it myself,” said the little hen, and so she did. The kitchen filled with the delicious scent of baking bread and the other animals came to see what was happening. The little hen took the warm, **crusty** loaf of bread out of the oven and set it on the table.



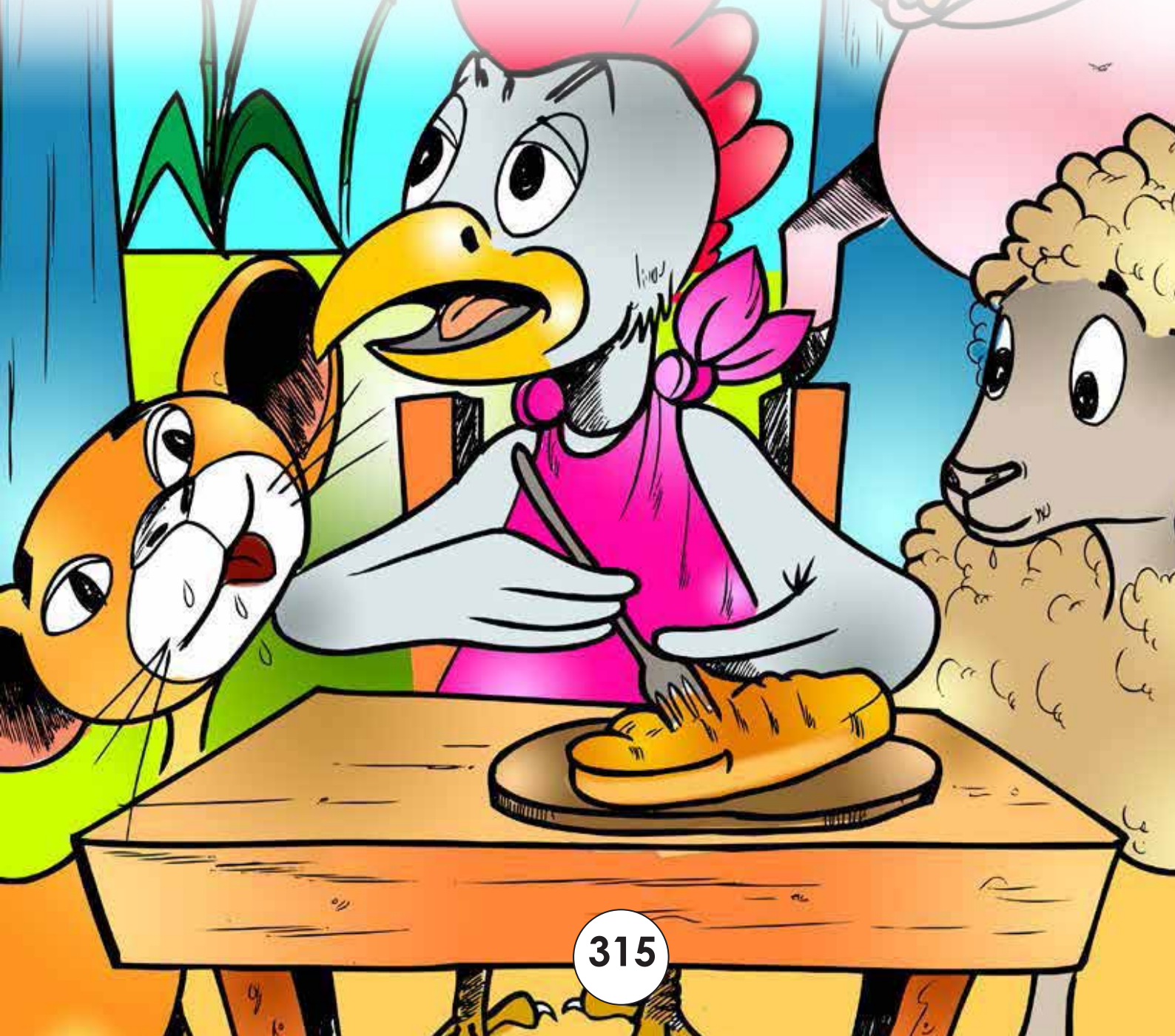
"Who will help me eat this fresh, tasty bread?"
asked the little hen.

"I will!" said the lamb.

"I will!" said the cat.

"I will!" said the pig.

"No, you will not," said the Little Hen, "You didn't help me **plant** it, or water it, or **harvest** it, or **mill** it, or bake it. I shall eat it myself!" And so she did.



Glossary

Grain: Wheat or any other cultivated cereal used as food.

Plant: Put a seed, bulb, or plant in the ground so that it can grow.

Water: Pour or sprinkle water over a plant or area in order to encourage plant growth.

Harvest: The process or period of gathering in crops.

Mill: Grind grain to flour.

Sack: A large bag made of a strong material such as, thick paper, or plastic, used for storing and carrying goods.

Crusty: Having a hard outer layer or covering.

Miller: A person who owns or works in a corn mill.

Comprehension Questions



1. What did the little hen buy at the market?
2. Who lived on the farm with the little hen?
3. What did she plant?
4. What did she make with her flour?
5. Why did she water the grains?

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